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ABSTRACT

This bibliography is made up of 332 entries, including unpublished doctoral dissertations and master's theses and published accounts of studies pertaining to literature for children and adolescents. The bibliography does not include studies in which children's books were used as a tool rather than as the focal point of the study, nor does it include studies of subjects in grade ten or above, literary biographies, or criticism of authors. The first section includes abstracts of dissertations completed during 1960-1974 and several studies reported in ERIC. The second section contains a bibliography of research published in journals during 1965-1974. The third section includes related research studies thought to be of interest but not falling within the main focus of the collection. Finally, all of the entries are indexed in terms of the general subject of the research, characteristics of the sample, instruments used for evaluation, and type of study. (Author/AA)

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RESEARCH IN CHILDREN'S LITERATURE

An Annotated Bibliography

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CONTENTS

Introduction 3

Part 1 Dissertations and ERIC Documents 6

Doctoral studies reported in *Dissertation Abstracts International* between 1960 and 1974 and ERIC documents dealing specifically with literature for children and adolescents.

Part 2 Journal Articles 78

Research reported in journals from 1965–1974, excluding reports of doctoral studies.

Part 3 Related Studies 85

Other research reports include books, monographs, related ERIC documents, related doctoral studies, bibliographies, and unpublished library school master's degree theses.

Part 4 Index 89

General subject of the research, characteristics of the sample, instruments used for evaluation, and type of study have been indexed to provide a means of identifying relationships among the studies.

INTRODUCTION

The study of children's literature is developing at a steady pace. In contrast with the period 1960–1965, when only 23 studies related to children's literature were identified in *Dissertation Abstracts International*, there are at least 31 dissertations on that topic dated 1971. The increased interest in studying literature for children has paralleled a strong growth rate in the number of children's books published each year in the United States and throughout the world.

Studies included in this bibliography were completed or reported within the time period 1960–1974. The range of topics suggests the influence of a number of factors. Studies of the content of children's books indicate concern with racial and ethnic characterization, with the value structure presented in literature, and with analysis of the literary quality of children's books. In addition to an interest in the content of literature, researchers have been concerned with the influence of literature upon readers. Included here are studies of attitude toward literature, attitude change as a result of reading, and the influence of literature on the self concept of the reader. Many studies of the reading interests of children and adolescents have been reported. Studies of response to literature, that look at a reader's interaction with a piece of literature, increase in number each year. Some researchers have looked at the effects of planned literature experiences in the classroom, the influence of curriculum planning, and the effects of teacher preparation upon longterm independent reading habits of children and adolescents. However, few studies so far have focused on this complex area of concern.

The bibliography is made up of 332 entries which include unpublished doctoral dissertations and master's theses, and published accounts of studies pertaining to literature for children and adolescents, with the emphasis on literature for children. The bibliography does not include studies in which children's books are used as a tool rather than as the focal point of the study, nor does it include most studies in which all subjects were in grade ten or above, literary biographies, or criticism of authors. The coverage is as comprehensive as was possible, though some studies may have been omitted because the descriptors used for library search failed to identify them. No attempt has been made to critique the studies or to compile a bibliography based on a set of evaluative criteria. It was thought, rather, that such analysis should be left to the judgment of a reader after studying the primary source.

Since many of the doctoral studies are not accessible in published form, a brief resume of each dissertation has been included in this listing. Insofar as possible, the resumes have been stated in the researchers' terms so that there will be an accurate reporting of the data. For a fuller account of the study, however, the reader will want to consult the abstract in *Dissertation Abstracts International* or send for a copy of the study. The University Microfilm Order Number, necessary for obtaining a copy of the study, is given for each of the dissertations. Copies of the dissertations are available from Xerox University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 at a cost of $7.50 for microform and $15.00 for xerograph (if ordered in the U.S.) on a prepaid basis.

It will be noted that the bibliography is organized into three sections. The first section contains abstracts of dissertations completed from 1960–1974 and several studies reported in ERIC. The second section contains a bibliography of research published in journals from 1965–1974. The third section contains a bibliography of the following types of materials: book and monograph reports of research in children's literature, ERIC Documents not included in Part 1, bibliographies of research in children's literature, doctoral studies not directly related to literature for children but of interest to educators and researchers, and unpublished library school master's theses reported in *Library Literature*. Research papers done at the master's level, which are not dissertations, have not been included in this bibliography; however, many such papers are available from institutions which grant graduate degrees in librarianship and education with an emphasis on literature. Some, though not all, of those papers are indexed in *Library Literature*. In order to direct the user of this bibliography to the fullest account of the study, references to doctoral research have been largely confined to the *Dissertation Abstracts International* listing, although, in a few cases, a journal article has been cited as well. Published research, primarily journal articles, comprises nearly half of this bibliography. Because the majority of the journals are readily accessible, journal articles have not been annotated.

All of the articles as well as the dissertations in this listing have been indexed to provide maximum help to readers. Indexing was done using these categories: general subject of the research, characteristics of the sample, instruments used for evaluation, and type of study. The majority of the studies are experimental studies and content analyses; however, there are also a number of surveys, comparative studies, and literary analyses. The index is seen as an essential part of the bibliography because it represents an attempt to identify common elements of a large number of studies dealing with literature for children and adolescents.

The compilers of the bibliography want to acknowledge the contributions made by the chairpersons and members of the IRA Committee on Library Resources and Reading Development, for the project was initiated and carried out as a charge to that committee.

We especially thank Ruth Kearney Carlson and Sara Innis Fenwick, chairpersons of the committee during the working period, for their encouragement and assistance. Thanks are also due Rosemary Weber, Helen Huus, Miriam Peterson, and Sara Fenwick, subcommittee members who helped to plan the indexing of the bibliography. We are grateful to Patricia Colling, Xerox University Microfilms editor, for granting permission for us to quote from dissertation abstracts to which the company holds the copyright.

We have found this search for information about children's reading interests, reading material, and response to literature an interesting venture. A perusal of the index will indicate that there is a dearth of information about some rather crucial areas and a considerable amount of information about other facets of the discipline. It is to be hoped that future researchers will add to the store of knowledge about topics that emerge as important to contemporary society and to the education of humanists.

DIANNE L. MONSON
BETTE J. PELTOLA

Part 1

DISSERTATIONS AND ERIC DOCUMENTS

This section provides resumes of doctoral dissertations and other unpublished studies dealing with literature for children and the early adolescent years. Compiled for use by scholars and researchers, the section includes a summary of each study with information about subjects, instrumentation, findings, and type of study. Those characteristics of the studies have been indexed in Part 4 so that related research may be identified. The materials summarized here are available as ERIC Documents or from Xerox University Microfilms. The ERIC numbers and University Microfilm order numbers are included after each entry. Copies of the dissertations are available from Xerox University Microfilms, Ann Arbor, Michigan at a cost of $7.50 for microform and $15.00 for xerograph (if ordered in the U.S.) on a prepaid basis. The University Microfilm order number is necessary for obtaining a copy of the study. Microfiche of the ERIC Documents are available in most university libraries. Information and prices on ERIC Documents are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

1. **Agree, Rose Hyla.** "The Black American in Children's Books: A Critical Analysis of the Portrayal of the Afro-American as Delineated in the Contents of a Select Group of Children's Trade Books Published in America from 1950 to 1970." New York University, 1973. University Microfilm No. 73-30,045, 246 pp.

   An attitude questionnaire sent to a stratified sample of persons using children's books was applied to a highly select sample of children's fiction books in which at least one major character was black. The books were published in America between 1950 and 1970 and were intended for children ages 5 to 12. The study concluded that most of the books in the sample would fail to enlighten either the black or white child as to causes and background of the racial situation in the United States. Earlier derogatory stereotypes of the black American appear to have been replaced by middle class black characters lacking in significant ethnic authenticity. The books also failed to depict the variety of personal and socioeconomic life styles of black Americans.

2. **Appleberry, Mary Hilton.** "A Study of the Effect of Bibliotherapy on Third Grade Children Using a Master List of Titles from Children's Literature." University of Houston, 1969. University Microfilm No. 69-21,746, 176 pp.

   The 270 heterogeneously grouped third grade children studied were pretested and posttested with different forms of the California Test of Per-

sonality. The experimental classes read books selected for their bibliotherapeutic value. The control classes read any library books except those selected for bibliotherapy. Each child kept a list of books read and at the end of nine weeks indicated the best book he had read, the book that had helped him solve a personal problem, and the one he would recommend to a friend who had a problem. In nine of the twelve subtests of the California Test of Personality analyzed, the experimental group scores were significantly higher than those of the control group. It was concluded that bibliotherapy is possible and helpful in a normal classroom.

3. Ash, Brian. "The Construction of an Instrument to Measure Some Aspects of Literary Judgment and Its Use as a Tool to Investigate Student Responses to Literature." Syracuse University, 1969. University Microfilm No. 70-10,313. 145 pp.

Eleventh grade students in three Montreal, Quebec, high schools were given a test of literary judgment to investigate some aspects of student discrimination and response to literature. Each of two forms of the test, silent reading and listening, were administered to two groups of students. When the silent reading form was given first and the listening form second, a .05 level of significance was found favoring silent reading. Representative samples of high, middle, and low scorers were then interviewed and asked to rationalize their choices of answers to Part 1 of the test. When responses were analyzed, the categories of response identified were guess, misreading, unsupported judgment, supported judgment, poetic preconceptions, isolated elements, narrational, technical, irrelevant association, interpretation, and self-involvement.

4. Ashley, Helen Catherine. "A Study of the Relationships of Several Measures of Interpretive Skills in Literature and Achievement in Reading." State University of New York at Buffalo, 1972. University Microfilm No. 72-23,847.

Selected fourth and fifth grade children, most of them of average or above average intelligence, were given the following tests: A Look at Literature, the NCTE Cooperative Test of Critical Reading and Appreciation, The Gates-MacGinitie Reading Tests, Forms 1M and 2M, a teacher rating of interpretive response scale, a teacher rating scale of reading achievement, a self-rating scale of interpretive response to literature, and a self-rating scale of reading achievement. The Campbell and Fish Multitrait-Multimethod Matrix was used to determine the convergent-discriminant ability of the NCTE test. The .48 correlation met the criterion of convergent validity moderately but did not meet the criterion of discriminant validity. There was a significant correlation (.05) between scores on the NCTE test and the Gates-MacGinitie Reading Tests (vocabulary and comprehension scores). It was concluded that the NCTE test did measure well enough to provide some information about appreciation of literature.

5. Backous, Howard T. "A Study of Elementary Children's Interpretation of Literature under Various Patterns of Presentation." University of Iowa, 1967. University Microfilm No. 67-2590. 146 pp.

A group of 1,519 sixth grade pupils was divided into three subgroups equivalent in number and socioeconomic make-up. Each subgroup was divided into groups of high, average, and low achievement. Different types of stories with a difficulty range from one grade level above to one grade level below the reading and interest levels of sixth-grade pupils were presented to all three subgroups, but a different time pattern of presentation was used for each. The time patterns were four periods of five minutes each, two periods of ten minutes each, and one period of twenty minutes. The results show that the direction of the significant differences in the mean score performances within the different time periods was inconsistent. Therefore, one time pattern cannot be declared superior to another.

6. Baily, Gertrude Marie. "The Use of a Library Resource Program for the Improvement of Language Abilities of Disadvantaged First Grade Pupils of an Urban Community." Boston University, 1965. University Microfilm No. 70-3369. 225 pp.

Twenty-five children in an experimental group and twenty-five children in a control group were selected randomly from one school in a low income urban area. A second control group was made up of twenty-five children from a more prosperous residential area of the same city. The experimental group participated in a library resource program using children's books and story-telling devices for twelve weeks; one hour a day. The Pintner-Cunningham Primary Ability Test was used to determine the mental ages of the children. The entire battery of the Illinois Test of Psycholinguistic Abilities was administered individually before and after the experimental period. The disadvantaged children in the library resource program increased significantly their total language ability, making particular gains in expressing ideas. On the test of ability to understand spoken words, the non-disadvantaged group showed a gain significantly greater than the other two groups.

7. Baker, Isabel Keith. "A Study of Reading Interests of Fourth Grade Children in Different Socioeconomic Groups." Oklahoma State University, 1972. University Microfilm No. 73-15,048. 58 pp.

A total of 354 fourth grade students in six schools, assigned to one of three socioeconomic groups based on the occupation of the father, were administered a reading inventory (Spache and Taylor). Data were analyzed to determine the influence of sex, age, and socioeconomic status on interests, attitudes, and habits of reading. Only the scores of children in the lower socioeconomic group (fathers were unskilled and semiskilled workers) showed that achievement correlated significantly with reading interests, attitudes, and habits. Students in the high socioeconomic group showed a more positive attitude toward reading than those in the lower group. Girls showed stronger interest in reading than did boys.

8. Barchas, Sarah Elizabeth. "Expressed Reading Interests of Children of Differing Ethnic Groups." University of Arizona, 1971. University Microfilm No. 71-29,505. 220 pp.

A total of 219 fifth grade Anglo, Negro, American Indian, and Mexican-American children were tested orally in small groups using the Multi-Ethnic Annotated Titles Inventory (MATI), an interest inventory of original annotated titles. An individual interview of seven open-ended questions was also conducted with each child. In most general reading interests, the four ethnic groups were more alike than different. All groups expressed high interest in mystery-adventure, animal stories, humor, and languages. Where the reading content provided minority group ethnic identification, the four ethnic groups were more different than alike in expressed interests. Minority group children expressed a high degree of interest in titles and topics relating to their own ethnic group and immediate environment and a low degree of interest in titles related to other minority groups. Majority group children appeared to have interest in titles relating to Indian and Mexican cultures but slightly higher interest in black culture. Sex groups shared many common interests, although certain topics (sports, science) were of high interest to boys and of low interest to girls.

9. **Bard, George Ingersoll.** Library Books for Children: An Analysis Using Specific Social Studies Themes in the Curriculum. Indiana University, 1970. University Microfilm No. 71-6824.

A random sample of twelve Newbery Medal and Honor Books, 1960-1970, was analyzed using a form of the Semantic Differential to rate the books in terms of the extent to which they dealt with natural conservation, human conservation, interdependence, domestic cultural heritage, foreign cultural heritage, communication, physical environment, social environment, change, commerce, organization, and democratic government, and self-realization. Books were analyzed by the author and by a jury of three elementary grade teachers. Results indicated that the sample of books did illustrate the selected social studies themes. The author and jury agreed that the instrument used was adequate to test the social studies themes, although it did not test all possible themes contained in the books.

10. **Batrick, Jean Anne.** The Authority of Childhood: Three Components of the Childlike Spirit in Poems by Robert Louis Stevenson, Kate Greenaway, and Christina Rossetti. Columbia University, 1971. University Microfilm No. 72-1218, 249 pp.

The study investigated three aspects of childhood's animating spirit—wonder, play, and construction/reconstruction—as they appear in 281 poems by Stevenson, Greenaway, and Rossetti. Poems that emerge as strongest by standards used in this study are of three major types: 1) those in which a single childlike quality is extracted from a complex life-experience and refined so the reader recognizes its solitary features but still feels its symbolic contextual wholeness, 2) those in which two or more childlike qualities are interrelated or synthesized, and 3) those in which several lines of an otherwise mundane verse resurrect the whole with their metaphoric aptness or beauty. If the poets were to be ranked for contemporary relevance and overall excellence of product, Rossetti would be considered best, followed by Stevenson and then Greenaway. It was concluded that resurgent qualities of childlikeness may be an important factor

in explaining the longevity of the poems studied and that a valuation of wonder, play, and construction/reconstruction could give clues to sustaining fruitful communication between youth and their elders.

11. Bauer, Caroline Feller. "A Descriptive Study of Selected Children's Books and Television Programs as Supplements to Family Life Education." University of Oregon, 1971. University Microfilm No. 72-989, 344 pp.

Seventy books appearing in American Library Association bibliographies and six television series chosen for their popularity, availability, longevity, and relevance to the study were reviewed on the basis of four major subject areas of a family life education curriculum: family, male-female role, sex and reproduction, and emotional development. It was found that the books and television series equally present a significant amount of variety covering the major aspects of family for the male and female child. They support the traditional view of male and female role, though some new books are useful in presenting a nontraditional view of women. Both fiction and nonfiction books are more useful than television programs for presenting explanations of puberty, reproduction, and birth. Television, particularly through the use of animals, is useful in presenting information to younger children.

12. Beauchamp, Robert F. "Selection of Books for the Culturally Disadvantaged Ninth Grade Student." Wayne State University, 1970. University Microfilm No. 71-71, 235.

Teachers and librarians in slum area schools were interviewed to obtain titles of books interesting to entire classes of ninth grade students. Librarians were asked to determine selection criteria applicable to disadvantaged youth. Books were tried by teachers; students in ninth grade classes were interviewed concerning their interests and reactions to the books; student teachers in the classes were interviewed to verify reactions; books recommended by teachers were analyzed for complexity of style, themes, characters, setting, and typographical qualities; and each book was given a reading difficulty rating based on the Dale-Chall Readability Formula. It was found that there are a sufficient number of inexpensive hard-cover and paperback books that interest an entire class of disadvantaged ninth grade students. Reading interests of ninth grade students retarded in reading three to five grades do not vary substantially from those of children in other classes except that the interests develop at a later date. Disadvantaged ninth graders can and do read books that are too difficult for them if the books have extremely high interest. The students preferred books with fewer characters, but the study did not indicate a clear preference for characters the same age or older than the students. The students tended to reject books in which themes of love and romance were primary. Themes of special interest were perseverance, physical strength, triumph over adversity and obstacles, and detective stories in which the criminals are apprehended through superior intellect of the detective. The most successful books for common classroom reading were those that did not exceed 6.0 grade level of difficulty.

13. Berding, Sister Mary Cordelia. "Humor as a Factor in Children's Literature." University of Cincinnati, 1965. University Microfilm No. 65-12,889. 245 pp.

Humorous children's books written since the middle of the nineteenth century were analyzed by plot, style, and characterization to determine how authors made material appeal to a reader's sense of humor. The study yielded several criteria for a good humorous book. Effective plots are made up of a series of related and independent incidents, all of which are humorous. The most effective stylistic device is repetition, though play on words and clever and original expressions are also good features. The best way to describe a humorous character is through vivid and graphic description of dress and features or deportment.

14. Bildman, Joan Lange. "A Study of Child-Adult Relationships as Revealed in Selected Contemporary Picture-Storybooks for Children in the Primary Grades." Columbia University, 1972. University Microfilm No. 72-23,688. 501 pp.

Fifty books selected for representing a main theme of child-adult relationships, published between 1950 and 1970, and suggested for children aged six through nine, were analyzed in relation to twenty key questions which dealt with three areas of concern: the image of the six through nine year-old child, aspects of interaction between child and adult, and the interplay of the environment on the interactions. Findings indicate that the child is viewed as being in harmony with his parents and seldom rebellious and obedient and respectful in his relationships with adults. He is most often presented as a white, middle-class boy, between the ages of six and nine, from an intact family in which he has a high status. He appears inquisitive, industrious, humorous, anxious, lovable, and creative. He interacts most frequently with his family members and second with non-family adults. Most interactions with adults focus on child rearing, fewer on intellectual development. Adults do not express values to children, but are seen as accepting the child and fostering his self-actualization.

15. Bingham, Jane Marie. "A Content Analysis of the Treatment of Negro Characters in Children's Picture Books 1930-1968." Michigan State University, 1970. University Microfilm No. 70-20,437. 218 pp.

Forty-one books on recommended lists were grouped by historical periods: 1930-1944, 1945-1954, 1955-1963, and 1965-1968. Treatment of Negroes in the books was analyzed in terms of physical characteristics, environmental characteristics, adult roles, and character interaction. Negro characters were shown with a variety of skin colors, hair styles, facial characteristics, and body builds. The least amount of variety was shown in hair coloring. The largest number of exaggerations appeared in books published during the first period. The interaction among characters did not differ greatly from one period to another, but the amount of physical interaction increased from period one to period four.

16. Bissett, Donald J. "The Amount and Effect of Recreational Reading in Selected Fifth Grade Classes." Syracuse University, 1969. University Microfilms No. 70-10,315. 87 pp.

One hundred-ninety children in seven fifth grade classrooms in two suburban school districts were pretested in reading achievement and IQ. During a three week preexperimental period, the children were trained in recording all books read outside of class. Classrooms were assigned randomly to Treatment A (simulating normal classroom procedures), Treatment B (which increased accessibility of books, but in which no program was instituted to give children knowledge about the books or to recommend specific titles to be read), and Treatment C (in which teachers devoted 90 minutes of language arts instruction time to teacher and peer recommendation of the books in the classroom library). During the 15-week experimental period, comprehension checks were administered to check the honesty of children's records. Following the experimental period, posttests were given to determine gains in vocabulary and reading comprehension. The mean number of books reported read under simulated normal classroom conditions was 8.56. With increased accessibility of books the mean number was 11.76, and with increased accessibility and recommendation the number was 22.67. The differences were statistically significant at the .01 level. Mean differences of gain on vocabulary test scores and reading comprehension tests scores were not significant.

17. Blatt, Gloria Toby. "Violence in Children's Literature: A Content Analysis of a Select Sampling of Children's Literature and a Study of Children's Responses to Literary Episodes Depicting Violence." Michigan State University, 1972. University Microfilms No. 72-29,931. 358 pp.

Books designated as realistic fiction on the American Library Association list of notable books between 1960 and 1970 were chosen for analysis of their treatment of violence. The books were divided into historical fiction and modern realistic fiction for comparison. Violent episodes were analyzed for sensuous (appealing to the senses) treatment and nonsensuous treatment. Comparison was also made for books published in the United States and the British Commonwealth countries. A second part of the study investigated responses of first, third, and seventh graders from suburban, rural, and inner-city schools to violent episodes read to them. The children completed a questionnaire containing comprehension questions and other questions directed at evaluating reactions to violence. Over the ten year period, there was no substantial increase in the violent content of children's books. Historical fiction was, on the average, twice as violent as modern realistic fiction. Books published originally in the Commonwealth countries contained approximately the same amount of violence as the American publications. One-half of the violent acts were committed by minor characters. The overwhelming majority of violent acts were described in a sensuous fashion. Children's responses to violent episodes indicated that children liked the episodes that were read to them. Children from inner-city schools with social disorder more often said they liked violent epi-

sades than those in rural or suburban schools. Children from the innercity schools also demonstrated a higher level of understanding than the others.

18. **Boger, Gerd.** "A Content Analysis of Selected Children's Books on the Negro and on Japan." Michigan State University, 1966. University Microfilm No. 67-7522, 121 pp.

Books listed in the *Children's Catalog*, 1941-1965, under "Negroes" and "Japan," classified as "fiction" or as "easy books," and designated for grades K-4 were examined for evidence of the assumption that books on Japan rank higher than the books on the Negro in terms of two general categories of ethical and synoptic thought-units. The thought-unit, or clause, served as the unit for a qualitative content analysis. The chi-square test supported with significance the assumption that books on Japan contain a distribution of thought-units in ethical and synoptic categories proportionately greater than that of books on the Negro. It was concluded that books on Japan were slightly more adequate than the books on the Negro in terms of the definition of a realistic story as a convincing picture of true life. The relative absence of ethical and synoptic thought-units in stories on the Negro was interpreted as a lack of opportunity for the Negro child to grow in respect to ethical and synoptic thought.

19. **Booth, Martha F.** "Black Ghetto Life Portrayed in Novels for the Adolescent." University of Iowa, 1971. University Microfilm No. 71-22, 0[illegible], 172 pp.

The study evaluated eleven adolescent novels about black adolescents in innercity ghettos published since 1950. *The Report of the National Advisory Commission on Civil Disorders* was used as a standard by which each book was evaluated in terms of the author's honesty in treating the adolescent in his total environment. The following areas were assessed in terms of the validity of the picture of ghetto life: home and family relationships; peer relationships; attitudes toward the authority of police, welfare, and whites; and attitudes toward the educational system. No one book treated every characteristic marking ghetto life, but all eleven novels contained some of the characteristics which distinguish the black ghetto adolescent. Those novels appearing at the top of the following list treated a large number of characteristics and/or treated them more comprehensively than did novels toward the bottom of the list. *The Diary of A. N.* by Julius Horwitz, *The Cool World* by Warren Miller, *The Soul Brothers and Sister Lou* by Kristin Hunter, *The Contender* by Robert Lipsyte, *When the Fire Reaches Us* by Barbara W. Tinker, *Durango Street* by Frank Bonham, *Hog Butcher* by Ronald Fair, *Enoch* by Charles Raymond, *The Nitty Gritty* by Frank Bonham, *Harlem Summer* by Mary E. Vroman, and *Tessie* by Jesse Jackson.

20. **Bouchard, Louisa-May.** "A Comparative Analysis of Children's Independent Reading Interests and the Content of Stories in Selected Basal Reading Texts, Grades 4-6." Marquette University, 1971. University Microfilm No. 72-20,384.

Subjects were 667 girls and 352 boys who selected books from four branch libraries of the Milwaukee Public Library. The group was 9.23 percent

black, 87.36 percent white, and 3.40 percent Spanish speaking. The content of 2,641 books chosen by the 1,029 fourth, fifth, and sixth graders was compared with the content of four basal reading series at those grade levels. An eight-item questionnaire on reason for book selection was administered to every fifth subject. Differences between children's choice of content in library books and content of reading texts were significant at the .001 level. No significant differences were found among the reading interests of blacks, whites, and Spanish speakers nor between socio-economic groups or grade levels. Sex appeared to be the predominant factor in determining interests.

21 Bowen, Beatrice Edson. "The Teacher's Role in Teaching Literature in the Elementary School." University of Michigan, 1964. University Microfilm No. 65-5881. 224 pp.

The study measured reading performance of 590 elementary school children in terms of amount of reading, range of types of literature read, and quality of materials read by students in three different programs. In Program I, literature was emphasized but depended primarily upon pupil initiative; in Program A, the teacher played an active initiating role; and in Program L, the teaching of literature was not emphasized in the classroom but was incidental to the teaching of reading, with literary materials available through a library-centered program. Program A produced highest achievement in amount and range of literature read with quality superior to that in Program L. Program I showed a significantly lower amount and range of literature read, with quality measurements superior to those in Program L. Program L generally showed lowest scores in all measurements. Teaching children the mechanics of reading or using literary materials for teaching reading, as done with group L, were not guarantees that children would find interests in reading. Children who had access to literary materials in the classroom read more literature and less grade level geared materials than did children who were limited to classroom collections of grade level materials with literary materials housed in the library. Children who read grade level geared materials continued to read the same kind of materials in increased amounts through grade progressions when such materials were readily available in the classroom.

22 Brenneman, Roger L. "A Comparative Study of the Reading Interests of Amish and English Sixth Graders." ERIC Document No. ED024526.

A sixth grade class of 12 Amish and 23 non-Amish children was studied to determine the impact of home environment and the mass media on children's reading interests. Data were gathered through questionnaires and records of books read within a period of four weeks. Results indicated that reading ranked highest as a leisure time activity among the Amish and non-Amish girls. Television viewing was a first choice for the non-Amish boys and a second choice for the non-Amish girls. On the average, a greater number of books was read by the Amish children. Amish boys preferred animal and sports stories. Amish girls chose biographies and family and home stories. The non-Amish children read in more interest

areas and favored mysteries, biographies, and stories of other lands and peoples.

23. **Brewbaker, James Martin.** "The Relationship between the Race of Characters in a Literary Selection and the Literary Responses of Negro and White Adolescent Readers." University of Virginia, 1972. University Microfilm No. 72-22,647, 211 pp.

Three versions of a short story were produced with changes in the race of characters (white, Negro, and neutral). The 281 ninth and eleventh grade subjects read one story version and then, on an adapted semantic differential instrument, rated nine elements from the story against a series of bipolar adjective scales. The major effect of race of characters was to lower reader evaluation of Negro characters. This effect did not lower estimates of the story itself. Race of characters had its greatest effect among white readers of a Negro version who found it more powerful or active. There was no indication that Negro subjects preferred the Negro version or that white subjects did not respond affirmatively to the Negro version.

24. **Bridge, Ethel Brooks.** "Using Children's Choices of and Reactions to Poetry as Determinants in Enriching Literary Experience in the Middle Grades." Temple University, 1966. University Microfilm No. 67-6246, 164 pp.

Two hundred poems were chosen for the experiment representing a variety of content, mood, vocabulary, and poetic form. Children rated each poem according to a poetry rating scale and responded to three questions about the poem's content and their personal reactions to it. Both boys and girls in all three grades liked poems related to their own interests and experiences, humorous poems, and poems with strength of rhythm and rhyme. It was concluded that the poetry selections of this study cannot be graded and that an enriching literary experience for children in the middle grades should encompass the whole range of man's poetic effort.

25. **Brisbin, Charles Dan.** "An Experimental Application of the Galvanic Skin Response to the Measurement of Effects of Literature on Attitudes of Fifth Grade Students toward Blacks." Wayne State University, 1971. University Microfilm No. 72-15,178, 135 pp.

Subjects were white fifth grade students, randomly assigned to experimental and control groups of twelve each. Experimental group treatment consisted of reading and discussing books with positive representations of blacks. The control group read and discussed literature with neutral content in respect to blacks or ethnic prejudice. Following the treatment, paired-comparison rankings were obtained from all subjects. In addition, positive and negative statements about blacks were read to the subjects to elicit Galvanic skin responses. The ranking instrument revealed significant differences, at the .05 level, between the two groups. Rankings of the five ethnic groups used in the study showed blacks being ranked last by the control and second by the experimental group. No differences were detected when the GSR means to positive and negative statements about

blacks were examined. The correlations run between the three forms of GSR data and the self-reported rankings of blacks were all nonsignificant. The Galvanic skin response instrumentation did reveal good recordings of the subjects' changes in skin conductance reflecting the emotion in response to the stimulus statements, but there was no indication that the response patterns associated with more favorable feelings toward blacks belonged to the experimental subjects. The treatment was considered enough to bring about a "verbalized change," but not sufficient to cause "emotional reorientation" that could be detected by Galvanic skin response techniques.

26 Broderick, Dorothy May. "The Image of the Black in Popular and Recommended American Juvenile Fiction, 1827-1967." Columbia University, 1971. University Microfilm No. 71-4090. 108 pp.

The sample of books was divided into two parts. Part one (47 titles) came from titles listed in Jacob Blanck's *Peter Parley to Penrod: A Bibliographic Description of the Best-Loved American Juvenile Books, 1827-1926* that contained black characters and/or comments, however minor, about blacks and/or the institution of slavery. Part two (57 titles) consisted of all fiction titles listed in all editions of the Children's Catalog, 1909-1968 Supplement, under the headings "Negroes—Fiction and Slavery in the United States—Fiction. Results of analysis of the books indicated that arguments about slavery, whether pro or con, centered around one of two concepts: the slave as property rather than as a human being, and the paternalistic approach that slavery was made acceptable by ownership by "good masters." Analysis of personal characteristics showed that, on the whole, blacks 1) are not physically attractive, 2) are musical, 3) combine religious fervor with superstitious beliefs, 4) must select life goals that will benefit the black race, and 5) must depend upon the white man for whatever good things they can hope to achieve in life. The author concluded that 1) black readers would find little to enhance their race pride, 2) white readers would have their sense of superiority reaffirmed, and 3) the titles indicate that race prejudice was present in both popular and recommended juvenile books for the period studied.

27 Brown, Carol Lynch. "A Study of Procedures for Determining Fifth Grade Children's Book Choices." Ohio State University, 1971. University Microfilm No. 72-15,178.

Subjects were 233 fifth graders assigned to one of three groups by random sampling procedure. One group listened to annotated titles of 30 books. A second group examined the books in hardcover edition. The third group examined the books, 15 of them in paperback edition. Subjects responded after listening to each annotation or examining each book by indicating whether they would like, would not like, or could not decide whether they would like to read the book. No significant differences in response could be attributed to the binding of the book. Some differences between annotation and examining books seemed attributable to cover design and number and type of illustrations in the books. There was a highly significant interac-

tion between sex and categories of literature. Girls were more positive toward realistic fiction and negative toward science and health. Boys were more positive toward science and health than any other categories.

28. Burgdorf, Arlene Bernice. "A Study of the Ability to Draw Inferences from Selections of Children's Literature." Ball State University, 1966. University Microfilm No. 66-13,751.

Subjects were 432 fourth, fifth, and sixth graders from four elementary schools. Children in each grade level were assigned randomly to one of two groups. Literary selections used in the study were: *Whitey's Sunday Horse* by Glen Rounds (modern day story), *The Wisdom of Solomon* by Elizabeth Coatsworth (a myth), and "Come, Little Leaves," by George Cooper (a poem). The Lorge-Thorndike Intelligence Test and the Nelson Reading Tests, vocabulary and comprehension, were administered to all students. One group of children from each grade level read the selections to themselves and the other group listened to the selections read. Following the reading, all children were interviewed individually or questioned about the selections and rated on their answers. Interviewers were given scoring criteria for judging children's answers. Multiple linear regression was used to relate total literary scores to other factors. Scores on drawing inferences from literary selections were significantly higher (beyond .01) when children listened to stories read than when they read stories themselves. Ability to draw inferences was significantly higher in grade five than in grade four and in grade six than in grade five. There was no significant difference between scores of boys and girls. Mental age was significantly related to scores of children who listened to selections. Social class was not significantly related to literature scores, though there was a higher relationship for children who read selections themselves than for those who listened.

29. Butler, James Orval. "Expressed Reading Preferences of Children Enrolled in Grade Two in Selected Schools of Colorado." University of Oklahoma, 1965. University Microfilm No. 65-4090. 121 pp.

Second grade children indicated preferences among twenty-four books, representing eight categories of reading interest, read orally during the school year. Intellectual ability, socioeconomic environment, and reading competence were considered in the analysis. Favorite categories for boys were fantasy, fairy tales, and biography. The first three choices of girls were fairy tales, fantasy, and animal stories. Intellectual ability, socioeconomic environment, and reading competence were not determiners of the top three category preferences. When all children were taken together, fantasy appeared to be the favorite category, followed by fairy tales, animal stories, and home and school life. The category of science and nature was the least preferred by all groups. The distribution of the subjects' preferences indicated a wide range of reading interests.

30. Carlson, Julie Ann. "A Comparison of the Treatment of the Negro in Children's Literature in the Periods 1929-1938 and 1959-1968." University of Connecticut, 1969. University Microfilm No. 70-1245.

Books published during the periods 1929-1938 and 1959-1968 were analyzed in order to determine whether the Negro was mentioned in the literature of one period more than in the other and whether a difference existed in the degree of racial stereotyping contained in the books of the two periods. The author found that 15 percent of the books published during the first period and 10 percent of the books published during the second period mentioned black characters. Analysis of characters was made by levels in order to note whether black characters were treated as: Level one (caricatures), Level two (stereotypes), Level three (individuals with race problems), or Level four (individuals with universal problems). In the early period, blacks tended to be stereotyped; in the later period, they tended to be presented as individuals with a race problem or individuals with a universal problem. The mean score for treatment of the blacks in books in the 1929-38 period was 2.0. The mean score in books in the 1959-68 period was 3.6. The difference between means was significant at the .01 level.

31 Carmichael, Carolyn Wilson. "A Study of Selected Social Values as Reflected in Contemporary Realistic Fiction for Children." Michigan State, 1971. University Microfilm No. 71-31,172. 224 pp.

The study looked at the extent to which the value themes of belief in equality of opportunity for all people, acceptance of responsibility, obedience to laws, and recognition of the importance of an education and knowledge are present in contemporary realistic fiction for children. One hundred twenty-six books of realistic fiction published from 1949-1969 were sampled, taken by five year intervals. Books were chosen from those listed in "Notable Children's Books" (ALA) or "Outstanding Children's Books of the Year" (*New York Times*). Validity of the author's judgment was checked by comparing her analysis of a randomly selected entire book with analyses of four adult experts and eight fifth and sixth grade students. Correlations were significant. Thematic Analysis Charts were constructed. Of the 126 books read, 50 included one of the four values as a major theme. The value theme most emphasized was acceptance of responsibility and the theme least emphasized was belief in the equality of opportunity for all people. At least one of the other four themes was mentioned in 118 books (94 percent). The theme of acceptance of responsibility had a higher inclusion in books published during 1949 and 1954, decreasing in frequency in 1959, 1964 and 1969.

32 Casper, Thomas. "Effects of the Junior Great Books Program at the Fifth Grade Level on Four Intellectual Operations and Certain of their Component Factors as Defined by J. P. Guilford." St. Louis University, 1964. University Microfilm No. 64-13,453.

An experimental group of 103 children and a control group of 104 children, all of whom had a registered IQ of 120 or more, read and discussed selected classics at two week intervals during the nine month school year. Discussions centered on attitudes, ideas, and principles presented by the author of each work. The program extended from fifth through twelfth

grades. Eighteen tests devised by J. P. Guilford for specific factors in the intellectual operations of cognition, divergent production, and convergent production were selected as instruments of measurement. Alternate forms were administered to both groups in a pretest-posttest design. Results indicated a significant gain for the experimental group on a single factor in the operation of divergent production, that of "operational fluency." Further analysis demonstrated significant changes favoring boys over girls in the experimental group on three factors. However, the study suggested only a limited relationship between the intellectual factors as represented by the tests and the observed effects of the Junior Great Books Program.

33 **Chambers, Dewey Woods.** "An Exploratory Study of Social Values in Children's Literature." Wayne State University, 1965. University Microfilm No. 66-1228.

A one year (1963-1964) yield of fiction for children, ages five through nine, was taken from the catalogs of two publishing firms. An instrument constructed to detect certain selected social values was used to identify the social value influencing the content of each of the twenty-nine books selected. The social values identified as important for children aged five to nine were found to be presented in a uniformly weak manner. Any given value analyzed in the study had an 85 percent chance of being dealt with in the same order by both publishers and it was found that modern children's fiction tended toward less social value content than has been supposed of earlier children's fiction. The author concluded that one could challenge the assumption that social value education results from the reader's interacting with the fiction selected for the study.

34 **Chang, Sally Daugherty.** "An Exploratory Study of Mass-Produced Fiction Books for Children to Identify Selected Social-Personal Values." Michigan State, 1971. University Microfilm No. 72-16,401, 185 pp.

Inexpensive books for children were analyzed to determine frequency of the values of ambition, citizenship, compassion, cooperation, honesty, individuality, respect, responsibility, selflessness, and understanding. Realism of story content also was surveyed. Three hundred seventy-five books retailing for one dollar or less were read to identify prevalence, frequency, and examples of the selected value. The selected social-personal values found in mass-produced children's books are listed in decreasing order of frequency: cooperation, responsibility, respect, understanding, citizenship, ambition, compassion, individuality, selflessness, and honesty. With the exception of the value of cooperation, mass-produced books are limited in value presentation. Realism is frequently found in mass-produced books for children.

35 **Chatham, Walter Leon.** "The Reading Grade Placement of the John Newbery Prize Books from 1945 through 1965." University of Mississippi, 1967. University Microfilm No. 68-2929.

The study attempted to find the minimum grade level of John Newbery Award books from 1945 through 1965. Four selections were taken from each of the 21 books and 16 questions were framed for each book. The

questions resulted in construction of 21 Newbery Comprehension Tests. Each test was administered to a minimum of 30 fifth and sixth graders. The minimum grade level for each book was identified as the level at which at least 50 percent of the subjects answered correctly at least 75 percent of the questions on the Newbery Comprehension Test. Scores were compared to readability scores derived from the Flesch Formula (1943), the Lorge Formulas (1939, 1948), and the Washburn Formula (1934). It was concluded that only two books, *Rabbit Hill* and *Gifles for Watie*, were above grade six level.

36 Cianciolo, Patricia Jean. "Criteria for the Use of Trade Books in the Elementary School Program." Ohio State University, 1963. University Microfilm No. 63-6236, 451 pp.

Three dimensions of use of trade books in ongoing teaching-learning situations of the elementary school were identified. The dimensions included selection and accessibility of the books and the provision of learning experiences in which trade books are involved. Data were obtained from four sources: the point of view of the investigator's assumptions; the interpretation of literature bearing on the various aspects of using trade books in the elementary school; observations in a sampling of classrooms and school libraries of the central Ohio area; and interviews of a sampling of teachers, librarians, principals, teacher-librarians, and library supervisors from the central Ohio area. Twenty-four criteria were established, including fourteen for the dimension pertaining to the selection of trade books to be used in the schools. Some of the major factors for this dimension included demographic factors, reading and study interests of the pupils and teachers, aspects of the selection process, and curriculum areas and teaching methods. Six criteria were established for the accessibility of trade books. The most significant factors included the location of the book collection, the professional preparation and efficiency of the library personnel, the availability of funds, circulation practices, a summer school library program, and the relationship between the public library and the school. Four criteria were established for provision of learning experiences in which trade books are involved. Considerations of this dimension were furthering children's interest in reading, using trade books for instructional, recreational, and functional purposes in all areas of the curriculum, providing opportunities so that individuals might interpret what has been read, and evaluating activities in which trade books are involved.

37 Clarke, Loretta Marie. "A Critical Approach to Four Novels of Adolescence." University of Iowa, 1970. University Microfilm No. 71-5724, 131 pp.

Two of the novels used in the study, *The Pigman* by Paul Zindel and *His Enemy, His Friend* by John Tunis, were labeled as adolescent by their publishers. The other two, *The Chosen* by Chaim Potok and *A Separate Peace* by John Knowles, were not. The study concluded that 1) the four novels demonstrate some degree of artistic execution, 2) the two novels labeled by publishers as adolescent do not demonstrate an artistry compara-

ble to the two not labeled adolescent; 3) of the four novels, the one that seemed written with the adolescent audience in mind is the most superficial; 4) the three novels which use an adolescent narrator in the first person create more immediacy than the one book that uses the impersonal narrator; and 5) all four books concerned themselves with Havighurst's developmental tasks.

38. **Cohen, Dorothy.** "Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second Grade Children in Special Service Schools." New York University, 1966. ERIC Document No. ED010602.

Subjects were 285 second grade children divided into control and experimental groups. The racial mix was Puerto Rican, 30-45 percent; Negro, 40-55 percent; and other, 10-15 percent. A planned program of literature and accompanying activities was introduced into the curriculum of an experimental group. Stories were introduced in an order of increasing difficulty and were followed by activities designed to increase comprehension. Stories were read to control classes only as an occasional treat. Post-tests were administered at the end of the academic year. Results led to the conclusion that oral language correlates with reading and that both can be significantly improved by regular exposure to stories read aloud.

39. **Constant, Helen.** "A Critical Study of Selected Greek Myths as Story for Children." Columbia University, 1970. University Microfilm No. 71-20,003, 395 pp.

The study compared selected myths written in the original Greek with English versions written for children. Comparisons were based on plot, character, and language, including speech, to see whether changes were made which altered the authenticity and literary qualities of the myths. In every instance the plots of the children's stories differ from those of the originals. The characters in the children's stories are either more or less fully developed than in the original myth or they have been altered, eliminated, or added to the story. It was concluded that, although mythology is an important part of literature, the versions written for children do not always provide them with a desirable literary experience.

40. **Cooper, Charles Raymond.** "Preferred Modes of Literary Response: The Characteristics of High School Juniors in Relation to the Consistency of their Reaction to Three Dissimilar Short Stories." University of California, Berkeley, 1969. University Microfilm No. 70-17,535, 210 pp.

Subjects were 117 high school juniors. Tapes of four short stories—dissimilar in point of view, age and type of character, and theme—were heard by the subjects, who then filled out a response sheet indicating their preferred mode of response. Modes of response were engagement, interpretation, perception, and evaluation, based on the Purves scheme of analysis. Consistency of response was measured, along with the effects of teacher, sex, English grade point average, verbal intelligence, and reading ability. Three-fourths of the subjects had a preferred way of responding to

short fiction. Of those who had a preferred way of responding, 53 percent favored the interpretive mode, 24 percent favored the *engagement mode*, 19 percent, the evaluative mode, and 4 percent, the perceptive. Even though the stories were selected for their obvious dissimilarities, the overall group pattern of response was strikingly similar.

41 Curtis, William J. "An Analysis of the Relationship of Illustration and Text in Picture-Story Books as Indicated by the Oral Responses of Young Children." Wayne State University, 1969. University Microfilm No. 69-14,665. 163 pp.

Subjects were five first-grade boys. Oral, audiotaped responses of the boys to three picture-story books were analyzed. Books used were *Where the Wild Things Are*, *Whistle for Willy*, and *Randy's Dandy Lions*. The boys retold the story from memory and then reread from the illustrations, to determine whether illustrations or text had more impact on generating their responses. Other factors investigated were frequency of figurative language, fluency of response formation of response, and incidence of connective language and pauses. Ninety percent of the 772 t-units examined indicated that over 50 percent of the identifiable cues used by children were a result of both text and illustration simultaneously generating a response. The text alone generated 25 percent of the cues and the illustrations alone only 11 percent. There was virtually no figurative language generated by the exposure to books. All children responded to the book in verse more than to any other factor.

42 Daigon, Arthur. "The Dominant Theses in the Free Reading of Seventh Grade Students in Relation to the Factors of Sex and Reading Comprehension." New York University, 1963. University Microfilm No. 63-5561. 191 pp.

Subjects were sixty boys and sixty girls grouped according to low, average, and high reading comprehension. Supplementary reading records were kept by all students during the school year. Analysis of records of the test group showed that eight general types of novels were read: novels focusing on animals, problems of preadolescence, problems of adolescence, careers, historical events in American history, mysteries, adventure, and the problems of adults. Girls with high reading comprehension read more books, a greater variety of books, and more difficult books. The girls' groups with average and low comprehension were indistinguishable from one another, preferring novels which revolved about animals, mysteries, and problems of adolescence and preadolescence. Boys' groups with high and average reading comprehension were indistinguishable from one another, concentrating on novels of adventure. Boys with low reading comprehension presented the poorest record, reading only a few badly written mystery novels. Generally, girls were much more interested in the novel than were boys. The girls were interested in themes involving introspection and emotional consequence. The boys preferred to read about continued, violent physical activity.

43 **Dale, Ruth Ellen.** "A Critical Inquiry into the Nature of Wholeness and Fragmentation in Selected Prose Fiction for Young Children." Columbia University, 1965. University Microfilm No. 65-11,702. 594 pp.

The study investigated wholeness and fragmentation in their general and theoretical forms. Ten interrelated criteria for wholeness in literature were identified. Approximately one-third of the books published in 1963 for children ages three through eight were classified according to their developmental stages and a critical analysis was carried out on each book. It was found that 88 percent of the books failed to meet wholistic standards of the study with only Technical Unity manifesting strong wholistic tendencies. Particularly strong fragmentation appeared in the lack of Functional Interdependence, Imagination, Unity, and Consistency with Reality.

44 **Dalke, Robert Wesley.** "Non-Fiction Writing for Children, A Primary Source of Content in Elementary School Social Studies Instruction." Wayne State University, 1973. University Microfilm No. 73-31,713. 275 pp.

Major objectives of the study were the identification of a select group of significant informational books for children and the development of guidelines for imaginative and exhaustive use of the materials as the primary source of elementary school social studies and science instruction. Books published in 1958, 1964, and 1972 were evaluated and criteria for selection and use of informational trade books were developed. It was determined that informational books make up approximately 42 percent of all hardcover trade books published for children. The author states that informational trade books tend to be written by experts in a field of specific research and to be of a more consistently high quality than comparable works of fiction for children. The basic conclusion was that the informational trade books are a much more adequate and logical source of content for elementary social studies instruction than most textbooks currently in use because textbooks tend to be extremely dated.

45 **Darling, Richard Lewis.** "Reviewing of Children's Books in American Periodicals, 1865-1881." University of Michigan, 1960. University Microfilm No. 60-6857. 552 pp.

The purpose was to demonstrate the amount and quality of reviewing of children's books in the United States in the seventeen years following the end of the Civil War. Publishing of children's books constituted an important part of book publishing during the period. The general criticism of children's books was not extensive but indicated enlightened and liberal attitudes toward them. Though the number of books reviewed and the quality of reviewing differed greatly with different magazines, thousands of reviews were published.

46 **Dauterman, Philip.** "Dogmatism and Reading: The Effects of Dogmatism upon Reading Comprehension, Amount of Voluntary Reading, and the Response to a Literary Selection." Lethbridge University, Alberta. *ERIC* Document No. *ED*045671.

Twenty secondary students were given the Davis Reading Test after they had read and recorded their responses to "The Secret Room" by Alain Robbe-Grillet. The Rokeach Dogmatism Scale was used. It was found that open-minded students had higher reading comprehension scores and read a greater number of books voluntarily than did closed-minded students. No appreciable differences were found between the two groups' written responses to the short story. The Purves scheme for analysis of literary response was used in the analysis. The author concluded that highly dogmatic students appeared to lack certain reading comprehension skills that equally intelligent low-dogmatic students have.

47. DeForest, Jeanette Faye Allen. "The Effects of Reading Aloud to Children on Fantasy Behavior." Arizona State, 1970. University Microfilm No. 70-20,665, 207 pp.

Fantasy behavior of 30 second graders was assessed by verbal response to picture stimuli with responses transcending pure description of items in the picture considered as fantasy. Over a four-week period, one experimental group heard low fantasy material. At the end of the period, a picture stimulus was given to each subject and the verbal responses recorded on tape. Other information on subjects was obtained from a structured interview and from school records. It was hypothesized that: 1) there are no differences in instances of fantasy between seven-year-olds in the experimental group who were read to daily and those in the control group; and 2) there are no differences in the quantity of fantasy produced between the two experimental groups, one that had heard high-fantasy material and one that had heard low-fantasy material. Neither hypothesis was rejected at the .05 level.

48. Dowan, Thomas William. "Personal Reading Interests as Expressed by Children in Grades Three, Four, and Five in Selected Florida Public Schools." Florida State University, 1971. University Microfilm No. 72-13,502, 140 pp.

Data were collected by means of a taped interview scheme developed by the investigator. The instrument contained: 1) an explanation and instructions for the student, 2) an open-ended question requesting the student to identify the kind of book he would like to read, and 3) twenty-eight text samples representing fourteen interest categories determined a priori. Subjects responded positively, negatively, or neutrally to indicate whether they would like to read about various subjects. Approximately 1,100 children participated. For each interest category, an interest score was computed for each student. Sex differences in scores for eleven of the fourteen categories were significant at the .01 level. Boys were more interested than girls in books of adventure, fairy tales, historical nonfiction, how-to-do-it, sports, and science. Girls were more interested than boys in animals, fairy tales, modern fantasy, children of the United States, and children of other lands. Grade level differences for four of the categories were also significant.

49. Duff, Ogle Eloise Burks. "The Treatment of Blacks in Selected Literature Anthologies for Grades Nine through Twelve Published Since 1968." University of Pittsburgh, 1974. University Microfilm No. 74-21,667. 155 pp.

Eighteen anthological series consisting of 103 anthologies provided the primary source of data. The criteria to evaluate the anthologies was adapted from the criteria of the Task Force on Racism, National Council of Teachers of English. The conclusions were based on the extent of the inclusion of works by black writers in various genres, literary periods, and thematic arrangements. Of the eighteen series of anthologies for use in grades nine through twelve examined in this study, thirteen series or 72.2 percent were found to be inadequate. In various genres, as well as in those anthologies thematically arranged, there were voids. Twentieth-century poetry contained the strongest inclusion of works by black writers. The weakest inclusion was drama. The most prominent black writers included were Langston Hughes and Gwendolyn Brooks. The more recently published anthological series were found to contain more works by black writers than those published during the latter part of the 1960s.

50. Duggins, James Harry. "Certain Social Values in Tenth Grade Literature Anthologies: A Content Analysis." University of California, Berkeley, 1970. University Microfilm No. 71-9800. 158 pp.

The basic hypotheses dealt with interrelationships of narrative sequence, thematic development and world view. Procedures used were Propp's Morphological Analysis, Child, Potter, and Levine's Thema, and Kluckhohn's Values Oppositions. Morphological analysis revealed that the anthologies contained the same elements in the same order as folktales but the fiction did not use the variety or quantity of the elements. Characters were more often motivated by "lack" or inadequacy than by villainy. In the analysis of thema, the most prominent situations confronting the main characters were needs to express individuality, to gain recognition, and to satisfy curiosity. Characters responded to these situations with confrontation, cleverness, seeking, and fantasy. The values expressed suggest that the universe is determinate (rather than without order), unitary (rather than pluralistic), good, individualistic, autonomy-oriented, qualitative (as opposed to quantitative), and supports the general or similar in the world (rather than uniqueness or difference).

51. Eisenman, Sister Mary Victoria. "An Exploratory Study to Investigate the Values of Literature as Experienced by Elementary Parochial School Children and Teachers in the Diocese of Covington." St. Louis University, 1962. University Microfilm No. 64-3739. 297 pp.

Subjects were 512 fifth and 516 eighth grade students and 27 teachers. An attitude scale was constructed according to the Likert method. The scale was based on a master list of values attributed to children's literature and abstracted from the content of professional books and teachers' materials in use in the area of the study. Participants were directed to react to each statement. The first response was to represent the subjects' personal reac-

tions, the second, their concept of what the reactions should be. The summation of points assigned to each subject's personal reactions was termed the "Me" score. The score resulting from rationalized reactions was termed the "T" score. Girls obtained higher mean scores than boys at both grade levels. Fifth grade "Me" scores were consistently higher than those of the eighth graders. Correlations between "Me" and "T" scores were positive and substantial. For teachers, there was an inverse relationship between score on the attitude scale and years of teaching experience, amount of education, and training in children's literature. An analysis of questionnaire items on the children's form indicated that *Tom Sawyer*, *Black Beauty*, *Huck Finn*, and *Little Women* were selected as favorites. Nancy Drew Mysteries received the highest frequency of mention. Teachers' responses indicated that they did not generally keep abreast with recent trends and writings in children's literature.

52. **Ekechukwu, Myriette Revenna Guinyard.** "Characteristics of Users and Nonusers of Elementary School Library Services and Public Library Services for Children." University of Washington, 1972. University Microfilm No. 73-3702. 216 pp.

Fifth grade students in nineteen elementary schools were questioned about use of and attitudes toward the library. Findings indicated a significant relationship between the use and nonuse of public libraries and attitude toward public libraries. The relationship between use and nonuse of school libraries and attitudes toward school libraries was not significant. More of the children were school library users than public library users. The percentage of fifth graders with favorable attitudes toward public libraries was greater than the percentage with favorable attitudes toward school libraries. Sex of respondent was not a significant variable in public library use, or in school library use, however, significantly more girls than boys had favorable attitudes toward public libraries. Significant relationships were found between distance of residence from the public library and public library use and nonuse. The book collection was the element children liked best about public libraries and school libraries. The most disliked element of both libraries was the rules and regulations. The major reason for use of both libraries was to borrow books to read outside the library. Use of library materials for school-related purposes was the second most frequently mentioned reason for use of both libraries.

53. **Elkins, Hilda Arnold.** "An Analysis of the Social and Ethnic Attributes of the Characters in Children's Books Which Have Won Awards." North Texas State University, 1967. University Microfilm No. 68-2769.

The study analyzed characters in Newbery and Caldecott Award books to determine distribution and treatment of social and ethnic groups and to compare ethnic distribution in early and recent Newbery Medal books. Characters were examined to identify group membership, social class membership, moral position, presence or absence of stereotyping, and, for married women, working status. Data on ethnic group distribution and working status of women were compared with equivalent data about the

United States population, and the social class distribution was compared with estimated distribution of people in the United States. It was concluded that children's books of highest literary quality demonstrate no bias favoring American characters. Award books have not portrayed Americans as being of higher moral character or social status than other groups. Authors and illustrators who produce children's books eligible for awards have not developed themes involving Negroes, especially Negroes who vary from the "counterstereotype" of high morals, low status, and few Negro companions. Themes involving nonwhite people who are not Negroes have not been developed. Themes involving employment of married women have not been popular in award books. Generally, however, authors and illustrators who produce books eligible for awards avoid depicting the persistent stereotypes of cultural and subcultural groups.

54. Erickson, John Edward. "Modifying Students' Tastes in Poetry." Wayne State University, 1969. University Microfilm No. 70-19,054, 237 pp.

A total of 751 eighth grade students were pretested to determine their poetic preferences. Their preferences were then compared with the poetic choices made by a panel of English educators, student teachers in English, and the students' own English teachers. Students were arranged homogeneously in five groups according to *IQ*, sex, maturity, parental education background, achievement in school, attitudes toward school, college, and poetry, and their poetic preferences. One group was used as a control, while the other four groups were taught by one of the following methods: reading poetry, writing poetry, discussing preferences in poetry, and answering questions about specific poems. Pretests indicated that, consistently, poems selected by any of the three adult groups were rejected by the eighth grade students who preferred metrically regular, rhymed verse written in conventional forms employing the personal voice and avoiding imagery. Posttests indicated that students in all four experimental groups made practically the same choices as they had before the treatments and were even more likely to reject poems selected by adults than before.

55. Erisman, Fred Raymond. "There Was a Child Went Forth: A Study of *St. Nicholas Magazine* and Selected Children's Authors, 1890-1915." University of Minnesota, 1966. University Microfilm No. 66-12,197, 347 pp.

The study examined the value system presented in American children's literature of the period between 1890 and 1915. When the materials were examined, the values proved to be primarily those of the upper middle class of the time. A dual picture of the world appeared in the contents of randomly selected issues of the *St. Nicholas Magazine*. The first world, appearing in the magazine's nonfiction, was realistic, dealing with the social, technological, and biographical topics of an urban society. The fiction, on the other hand, presented the ideal world of genteel, middle-class values, implying that these are typically "American" values. At no point did the magazine suggest that the two worlds are incompatible. The author details

the means by which three authors—Ralph Barbour, Kate Douglas Wiggin, and L. Frank Baum—struggle to reconcile the real world with the ideal and to construct an urban setting in which characters with rural values may function.

56 **Evans, John Lyle.** "Two Aspects of Literary Appreciation among High School Students: Judgment of Prose Quality and Emotional Responses to Literature, and Selected Aspects of Their Reading Interests." University of Minnesota, 1968. University Microfilm No. 69-11,388. 215 pp.

Subjects were 264 eleventh graders who performed above a designated level on the Iowa Test of Educational Development, eliminating poor reading ability as a variable. Subjects were tested to determine the relationships between their emotional responses to literature and ability to judge prose quality, and their reactions to 38 categories of reading interests. No significant relationships were found between judgment of prose quality and reported emotional responses to literature, or between judgment of prose quality and interest scores. Significant relationships were found between the affective responses of students and their reading interest scores. Girls scored significantly higher and outnumbered boys in the high group of each variable. Students scoring high in judgment of prose quality exhibited reading interests requiring higher taste and maturity. No relationships were found between socioeconomic class and the major variables.

57 **Faggiani, Lester A.** "The Relationship of Attitude to Response in the Reading of a Poem by Ninth Grade Students." New York University, 1971. University Microfilm No. 71-28,531. 334 pp.

A semantic differential was used to place ninth grade boys and girls in positive, neutral, and negative attitude groups on the subject, "Dying for One's Country." Boys and girls were evenly divided and grouped as high and low level readers according to their reading stanines. Responses were analyzed to determine incidence of responses in four categories: personal involvement, perception, interpretation, and evaluation, using the system of analysis developed by Alan C. Purves and adapted for this study. Subjects with strong attitudes more often evidenced high personal involvement than did those with neutral attitudes, with the greatest incidence among those with positive attitudes. The four response categories were not significantly correlated with attitude. Sex was not significantly correlated with personal involvement or evaluation. Sixteen individual analyses were conducted. Those protocols revealed a tendency to cluster initial responses into a few areas, primarily those of "content" and mnenomic association. The evaluation response category received little attention from the subjects.

58 **Fanselow, John Frederick.** "The Responses of Ninth-Grade Bilingual Adolescents to Four Short Stories." Columbia University, 1971. University Microfilm No. 72-1306. 241 pp.

Subjects were sixty bilingual Spanish-English ninth graders with a mean reading score of 5.9. The students read four stories: "All the Years of Her Life" by Morley Callaghan, "Prelude" by Lucile Payne, "Reverdy" by Jessamyn West, and "The Man in the Shadow" by Richard Child. The stories were divided into six parts to discover the readers' responses while reading as well as after the entire story had been read. After each part and at the end of the story, subjects responded to the question, "What feelings or reactions do you have about the plot, characters, language or ideas in the section you have just read?" Responses were tape recorded during personal interviews. The transcripts were coded into one of the six categories used by James Squire in his work. When the bilingual students were compared with Squire's group, the percentage of responses in each category differed. The bilingual students made fewer responses coded as literary judgments, interpretations and prescriptive judgments than did Squire's group. The bilinguals' responses contained fewer critical predispositions, stock responses, irrelevant associations and failures to grasp the literal meaning. The wish for a happy ending among the bilingual students was limited to "Prelude," while Squire's group looked for happy endings in all four stories. Individual variation in responses was extremely great between students and between an individual student's responses to separate stories.

59 Fasick, Adele Morgan. "A Comparative Linguistic Analysis of Books and Television for Children." Case Western Reserve University, 1970. University Microfilm No. 71-1687, 144 pp.

The language of five children's picture storybooks and three children's television programs was analyzed according to twelve items of vocabulary and sentence structure which have been associated with language maturity. The sentences used in books proved to be more complex than those in the television programs. The sentence lengths and the amount of subordination in the children's books were very similar to those of adult prose. The television programs contained simpler, shorter sentences and less subordination. The vocabulary items tested did not reveal a striking difference between books and television. Enough mature, standard English was used on the television shows to make untenable the hypothesis that children could not learn language from these shows because the shows did not contain appropriate vocabulary items. The three television programs studied were more similar in their rankings on the various tests than were the books. The books ranged from quite simple to quite complex texts, both in terms of verbal items and sentence structure. In this way the books could be arranged along a continuum of language complexity in a way in which the television shows could not. The results of the study indicate that research is needed to determine cause of the apparently differing effects of listening to books and of watching television.

60 Feeley, Joan T. "Interest Patterns and Media Preferences of Boys and Girls in Grades Four and Five." New York University, 1972. University Microfilm No. 72-20,628, 180 pp.

A total of 532 boys and girls in grades four and five responded to an interest inventory developed by the investigator to identify interest patterns and media preferences (print and television). Findings indicated that sex was a major determiner of middle-grade children's interests. Boys liked sports, excitement, and informational content while girls preferred social empathy, fantasy, and content dealing with their recreational interests. Boys were least interested in fantasy, social empathy, and artistic content; girls were least interested in sports, science, and social studies. Boys' and girls' media preference patterns closely resembled their interest patterns. Race did not seem to be an important factor affecting children's content interests. Socioeconomic status did appear to be a factor influencing children's interest in fantasy, with lower-SES children showing stronger preference for fantasy than was shown by middle- and higher-SES children. Girls preferred to read more than did boys. Lower-SES nonblacks preferred to watch TV more than did middle- or higher-SES nonblacks. Both boys and girls preferred to watch TV rather than to read all types of content described by the interest clusters of the study. The author concluded that Schramm's theory that children look to print to satisfy informational needs and to television to satisfy fantasy and entertainment needs was partially supported.

61 Fisher, Carol Jean. The Influence of Children's Literature and Oral Discussion in Developing Oral Language of Kindergarten, First, and Second Grade Children. Ohio State University, 1972. University Microfilm No. 73-1991, 130 pp.

The subjects were kindergarten, first, and second grade children from four middle socioeconomic level schools. Six classes, one at each grade level from each of two schools, served as the literature group; six similarly constituted classes from the other two schools served as the sharing-discussion group. Three additional classes, one at each grade level from the sharing-discussion schools, served as a no-treatment control group. Twelve college undergraduates taught the classes. A posttest control group design was utilized and testing was completed within a ten-day period following the experimental program. The experimental programs lasted twelve weeks, with three contacts per week. The Peabody Picture Vocabulary Test was used to assess vocabulary acquisition and the Linguistic Structures Repetition Test, devised for the study, was used to assess syntactic acquisition. A three-way multivariate analysis was used to test for significance and interaction effects of the treatment, grade level, and sex. Scheffe's S-method was used for further analysis when significant results were obtained. The Linguistic Structures Repetition Test revealed significant differences between grade levels at the .001 level of significance. S-method tests indicated differences between kindergarten and first grade and between kindergarten and second grade at the .01 level and differences between first and second grade at the .05 level. There were no significant differences between treatment groups on acquisition of syntactic structures or on acquisition of vocabulary. There were no significant interaction effects of treatment, grade level, or sex of acquisition of either syntactic structures or vocabulary. Analysis of variance indicated

significant differences between sexes on the acquisition of vocabulary at the .001 level in favor of boys.

62 **Fisher, Frank L.** "The Influences of Reading and Discussion on Attitudes of Fifth Graders toward American Indians." University of California Berkeley, 1965. University Microfilm No. 65-13,422. 226 pp.

The fifth grade subjects were assigned to one of three treatment groups: a reading group, a reading plus discussion group, and a control group. A test of attitude toward and information about American Indians was constructed for use in the study. The attitude test was constructed by means of the Scale Discrimination Technique and the information test was based on six readings selected from children's literature about American Indians. The experiment was carried out over a three week period, using scores on the attitude-information test as pre- and posttest measures. The reading group read the six stories, the reading plus discussion group read and discussed the stories, and the control group had no exposure to them. Reading and discussing the selections caused a change in attitude favorable to American Indians significantly greater than that caused by reading stories without discussion. Reading the selection caused a change in attitude favorable toward American Indians that was significantly greater than the change in the control group. There was a significant positive correlation between information gained and attitude change in the group that read and discussed the stories but not in the control group. The attitude change was greatest in the middle socioeconomic group and was significantly greater in upper socioeconomic levels than in lower socioeconomic levels. In the reading group of middle socioeconomic level subjects, the attitude change was significantly greater among Negro subjects than among Caucasian subjects. There was no significant relationship between IQ, sex, or reading achievement and attitude change. Evidence suggested that attitude changes of girls were greater than those of boys in the silent reading situation whereas attitude changes of boys were greater in a reading-discussion situation.

63 **Fisher, Winifred Maxine.** "Images of Black American Children in Contemporary Realistic Fiction for Children." Columbia University, 1971. University Microfilm No. 71-28,000. 174 pp.

Books were analyzed in terms of images of black children having to do with 1) home and family life, 2) school experiences, 3) recreation, 4) community services and participation, 5) religion, and 6) emotional lives. Analysis focused on the main characters in the books. Analyses indicated that child characters lived in all parts of the United States, with a fourth of them in New York City. Homes ranged from slums to middle-class suburbs. Parents' occupations ranged from laborers to professional people. No serious conflicts were evident between child characters and adults in the family. Most of the main characters valued education as a means of getting ahead and to aid personal development. Recreational activities varied with age of character and type of community. Varied kinds of interaction between main character and community were evident, with community ac-

ceptance sometimes an influencing factor. There were references to religion in half of the books, and varying degrees of involvement in church activities. Major aspects of the emotional lives of characters were: career plans; personal development; and reactions to situations "unique to black children." Problems of loneliness and rejection were frequent.

64 **Fitzgerald, Alice Irene.** "A Study of the Relative Effectiveness of Selected Instructional Procedures in a College Course in Children's Literature." University of Missouri, 1960. University Microfilm No. 60-6804. 139 pp.

Subjects were ninety-one female undergraduates of sophomore, junior, and senior status between the ages of eighteen and twenty-two. They had no teaching experience. The study was designed to compare the achievement of three groups of college students in a course in children's literature taught by lecture, discussion, and independent study. The evaluation criterion was achievement in terms of gains in learning as defined by specific objectives of the course. Two measures of achievement obtained were objective measures of the students' knowledge of the subject matter of the course and of their acquaintance with children's books. Pretests and posttests were administered and the gain scores used as the criterion variable. There were no significant differences in achievement as defined by the objectives of the course among the three groups. There were no significant differences in achievement of acquaintance with children's books among the groups. Regardless of the instructional procedure followed, each of the groups made significant gains in achievement as defined by the objectives of the course and significant gains in achieving acquaintance with children's books.

65 **Frankel, Herbert Lewis.** "The Effects of Reading *The Adventures of Huckleberry Finn* on the Racial Attitudes of Selected Ninth Grade Boys." Temple University, 1972. University Microfilm No. 72-27,181. 282 pp.

Subjects were ninth grade male students at an all-boys academic high school. The experimental group was composed of twenty white and seven black boys and the control group of sixteen white and nine black boys. The two groups did not differ significantly in reading ability or IQ level. All subjects read *The Adventures of Huckleberry Finn*. Boys in the experimental group read the book in five daily installments with classroom teaching and discussion. The control group members read the book at home as "outside reading" without any direct teaching or classroom discussion. It was reported that the study of *Huckleberry Finn* significantly changed the attitudes of adolescent boys toward blacks and the self-images of black students. It reduced hostile feelings toward members of another race and increased favorable attitudes toward members of another race. Study of the book also strengthened subjects' feelings of worth as members of a racial group. Students who studied the book in class showed significantly greater positive change than those who read the book as "outside reading."

66 Galloway, Mabel Louise. "An Analytical Study of the Extent and Nature of the Reviewing of Juvenile Books in Eight Journals and Newspapers with Special Regard to Their Usefulness as Selection Aids for School Libraries." Columbia University, 1965. University Microfilm No. 65-10,032. 148 pp.

The study was limited to the eight periodicals and newspapers most frequently recommended in representative standard works on juvenile literature and school libraries as aids for selecting current juvenile books. These are: *Booklist and Subscription Books Bulletin*, *Bulletin of the Center for Children's Books*, *Elementary English*, *Horn Book Magazine*, *Junior Libraries*, *New York Herald Tribune Books*, *New York Times Book Review*, and *Saturday Review*. The project focused on juvenile trade books published in 1959 and reported in *Publishers' Weekly*'s "Weekly Record." It was found that only fourteen of the 1,617 listed were reviewed by all eight publications. One fourth of the books published in 1959 were reviewed in none of the publications. Only two, *Booklist* and *Junior Libraries*, reviewed more than 50 percent of the books published that year. The reviews of the fourteen books reviewed in all publications were then analyzed in terms of the following: gist of content, authority of the author, accuracy of subject treatment, nature of plot and character development, special content features, distinctive format characteristics, age or grade levels for which suited, comparisons with other books by the same author or on the same subject, reader interests to which book would appeal, underlying values, and curriculum or other specific uses. The conclusions were: the reviews commonly included statements of theme or nature of content, comments on illustrations, and evaluations of quality and style of writing; the general tenor of the reviews was favorable; reviews of the same book were similar in content; many reviewers merely described their impression of the books; information about author or illustrator with which the readers might be unfamiliar was frequently presupposed; some of the reviews, regardless of length, conveyed little more than the book's theme; reviews failed to make adequate comparisons with other books by the same authors or on the same subject, reader interests to which a book might appeal, specific uses that might be made of a book, and format features other than the illustrations were not treated appropriately.

67 Geeslin, Dorine Hawk. "A Descriptive Study of the Current Book Choices of Pupils on Three Grade Levels: A Search for the Effect of Reading Age Upon Reading Interests." Florida State University, 1967. University Microfilm No. 67-11,156.

Subjects in the initial stage of the study were third, fifth, and seventh graders. The second stage of the study used two experimental groups, one with chronological age of 8, the other with chronological age of 12. Both groups had a reading age of 10. The first stage in the study was a descriptive survey in which third, fifth, and seventh graders rated the interest appeal of books they had read. In the second stage, each child in the two experimental groups was shown a pair of books and asked which one he would prefer to read. *Winnie the Pooh* was the preferred book of third

graders. It was evident that sex-based divergence of interests was present as early as third grade. Experimental boys' choices did not seem to be influenced by either reading age or chronological age. Girls' choices were influenced by age-mates. In classrooms where girls had chronological age-mates, girls chose books preferred by their age-mates; girls in classrooms with younger children did not make a significant number of choices in accordance with age-mates.

68. **Georgiou, Constantine.** "A Compilation and Analysis of Elements of Literary Quality Expressed in Fictional Works Found in Children's Classics and the John Newbery Medal Books." New York University, 1963. University Microfilm No. 64-6532.

Standard recommended children's classics and John Newbery Medal books classified as fiction were analyzed by theme, plot, characterization, and style. Two analyses were carried out for each book. The first was a descriptive review of the book in terms of literary merit. The second employed a rating scale. The analyses were designed to look at the relationship between the classic book and the Newbery Medal books and to identify implications for fiction for children. Within the larger class of fiction, it was determined that the books examined belonged to three categories: fantasy, historical fiction, and realistic fiction. The analyses indicated that theme was the most important element in the fantasy books and theme and style were more important in the standard classics than in the Newbery Medal books. In the category of realistic fiction, theme and style were of greatest importance for recommended classics and characterization and theme were more important for Newbery books. Theme was of greater importance in historical fiction than in fantasy or realistic fiction books.

69. **Gould, Kathryn Lewis.** "Relationships of Creativity, Reading Comprehension, Intelligence, and Response to a Literature Selection for Fourth Grade Innercity Children." Ohio State University, 1972. University Microfilm No. 72-20,963. 244 pp.

Subjects were 74 black fourth grade children in an innercity school. Tests administered to the subjects were the Minnesota Tests of Creative Thinking; the California Short-Form Mental Maturity Test; the Gates-MacGinitie Reading Comprehension Test; and an information measure developed for the study, the Literature Response Instrument, which assessed creative oral responses to a realistic children's picture book. Statistically significant relationships were found between verbal creativity and reading comprehension, verbal creativity and intelligence, nonverbal creativity and intelligence, reading comprehension and intelligence, and verbal creativity and sex, with the difference favoring the girls. No significant relationships were found between nonverbal creativity and reading comprehension, nonverbal creativity and creative oral response to literature, reading comprehension and creative oral response to literature, and creative oral response to literature and intelligence.

70. Greenlaw, Marilyn Jean. "A Study of the Impact of Technology on Human Values as Reflected in Modern Science Fiction for Children." Michigan State University, 1970. University Microfilm No. 71-11,850. 201 pp.

The sample consisted of all available science fiction books written for children ages nine to fifteen by fifteen selected authors during the time period 1945-1970. One hundred thirty-three pieces from the following authors were used: Isaac Asimov, Ben Bova, Arthur C. Clarke, Lester del Rey, Robert Heinlein, Alexander Key, Madeleine L'Engle, A. M. Lightner, Suzanne Martel, Andre Norton, Alan E. Nourse, Hugh Walters, and Jay Williams and Raymond Abrashkin. Analysis indicated that children's science fiction includes aspects of individualism, privacy, nuclear power, automation, and massification of society. Forty-eight percent of the books read and coded reflected concern with technology's impact on values. The concern was expressed in both thematic and specific content. The authors of the books promoted the need for preservation of the values of individualism and privacy. It was concluded that children's science fiction is not primarily escape literature. It contains significant themes and values that are a commentary on society in general and technology's impact on human values.

71. Haas, Joyce H. "Ethnic Polarization and School Library Materials: A Content Analysis of 1,939 Fiction Books from 30 New Jersey School Libraries." Rutgers University, 1971. University Microfilm No. 72-830. 211 pp.

A sample of 1,939 fiction titles was analyzed by fifty-one coders. European-American and European characters in American and European settings predominated. "Ethnic minority" characters tended to be pictured separately and differently from "ethnic majority" characters. "Integration" was typically an adult-child relationship and "minority" and "majority" child characters rarely appeared together. Models of inter-group communication rarely involved both "minority" and "majority" children. There were predominantly "minority" stories and predominantly "majority" stories but few stories in between. There were no statistically significant correlations between the ethnic characteristics of the fiction collections and the ethnic enrollment of the schools. However, there were significant correlations between the ethnic characteristics of the collections and ethnic and other characteristics of the counties in which the collections were located.

72. Hardgrave, Wilma Jean Baker. "An Interpretation of Kenneth Burke's Order and the Narrative Applied to Selected Newbery Medal Novels for Children." New Mexico State University, 1970. University Microfilm No. 71-6429. 131 pp.

Randomly chosen Newbery Medal novels were placed in five groups to represent the emphasis of the dramatic upon history, fantasy, animals, other lands and cultures, and today. Only six of the seventeen novels considered were judged to be properly constructed narratives. It was concluded that mannered language is characteristic of the novels which are not examples of order. Style, related acts, and a variety of themes are

characteristic of the six novels of order which represent all groups except the novel of today. The analyses made through the use of Burkean questions gave more questions than answers; however, the approach did provide a way to evaluate novels for children as literature.

73 **Hartswick, Donald Edward.** "Developing Competency Based Teacher Education Resource Modules in Literary Appreciation." University of Pittsburgh. 1974. University Microfilm No. 74-12,673. 223 pp.

Experts in the teaching of literary appreciation were asked to provide suggestions for developing modules at three levels of competency: professional entry, advanced, and specialization. The tentative modules then were critically reviewed by the advisory panel of experts. A pilot study was conducted using an instructional module entitled "Developing Literary Appreciation: Young Children" with undergraduate students at the University of Pittsburgh. Growth of the participants was assessed as they demonstrated the criterion behaviors corresponding to the competencies listed in the instructional module. At the conclusion of the field test, participants were interviewed. Conclusions were that the module and the management system were adequate and that participants responded favorably to involvement in the study and to the potentialities of competency based programs.

74 **Haught, Evelyn Hunt.** "Students' Patterns of Thinking in Teacher-Led Group Discussions and Student-Led Small Group Discussions of Literature." University of Illinois. 1970. University Microfilm No. 71-5120. 125 pp.

Subjects were eleven high school classes. Students' verbalizations were observed and tape recorded during 33 classes of teacher-led discussions and 22 classes of student-led discussions of literature. Teacher-led discussions, lasting 17 hours, 32 minutes, produced 2,256 verbalizations, or 2.14 per minute. Student-led small group discussions, lasting 7 hours, 48 minutes, produced 7,416 verbalizations, or 15.85 per minute. Verbalizations were analyzed and classified according to Guilford's Structure of Intellect by using a modification of the Ashner-Gallagher System for Classifying Thought Processes in the Context of Classroom Verbal Interaction. There was more verbal involvement in student-led small groups than in teacher-led large groups. There was more personal identification with characters, situations, and truths in literature in small groups. There was more freedom of expression in small groups. Teacher-led group discussions focused on convergent thinking and student-led discussions focused on evaluation. There was ten percent less use of pure recall in small groups and nine percent less divergent thinking in small groups.

75 **Hayden, Gretchen Purtell.** "A Descriptive Study of the Treatment of Personal Development in Selected Children's Fiction Books Awarded the Newbery Medal." Wayne State University. 1969. University Microfilm No. 70-19,060. 303 pp.

Four Newbery Award books were analyzed as to the presentation of the main character with special attention to personal development problems.

resolution of those problems, and the effect of the process on the character's personal development. The method involved preparation of precis, exerpts, analyses, and a summary of findings for each book. Criteria used in the development were chosen on the basis of what psychiatrists, psychologists, sociologists, philosophers and educators have identified as important concerns in the child's development. Results suggested that good books offer the reader an opportunity to live vicariously and to gain knowledge of alternatives in his own struggle to live within the boundaries of society. Themes identified in the books were difficulty of establishing a good relationship between adult and child; need for a kind of morality to guide one's actions; importance of support from another human being; acceptance of self and others; respect for authority; ability to handle one's problems; necessity for cooperation; and planning for short term or long-term goals.

76. **Hayes, Marie Therese.** "An Investigation of the Impact of Reading on Attitudes of Racial Prejudice." Boston University, 1969. University Microfilm No. 70-12,175. 161 pp.

Subjects were 54 white eleventh graders. Nine books were selected as prescribed reading. The books were of mixed genre: six fiction, two nonfiction, and one photographic essay. Daily quizzes were given to check comprehension and amount of reading. Discussions concerning reactions to the reading were held among students. Attitude scales administered to the subjects consisted of the Bogardus Social Distance Scale, the Hinckley Scale of Attitudes toward the Black, the Thurstone Scale of Attitude toward Blacks, and the Triendis Behavioral Differential. Standardized tests administered were the English Cooperative Test: Reading Comprehension and the Otis Quick-Scoring Mental Ability Test: New Edition. The reading of selected works of a literary nature about Blacks changed the subjects' attitudes in a direction favorable to Blacks. The boys seemed to have experienced greater improvement than the girls. The girls showed some gain, though the change was not significant. There was a significant positive correlation at the .01 level for the boys between IQ and attitude toward Blacks. There was no significant relationship between IQ and attitudes of the girls or of the group. There was a significant positive relationship at the .01 level for the boys between reading comprehension and attitude toward Blacks on the correlation of reading comprehension with the pretest scores.

77. **Hedges, Ned Samuel.** "The Fable and the Fabulous: The Use of Traditional Forms in Children's Literature." University of Nebraska, 1968. University Microfilm No. 68-18,020. 255 pp.

The researcher points out that most lasting works of children's literature derive their narrative patterns and structures of meaning from ancient and traditional literary forms and conventions, such as fable, myth, epic, and romance. This interpretive analysis looks at superior children's books which use traditional forms in a variety of combinations. In *Just So Stories*, Kipling combines the narrative pattern of nature myth with the conception of

character typical of the beast fable. The physical traits acquired by animals tend to affirm specific human values or condemn certain human corruptions. In *Wind in the Willows*, Kenneth Grahame uses the traditional function of fable in his satiric treatment of social and political corruption. He uses the traditional function of epic in his assertion of a cultural ideal. In *The Hobbit*, Tolkien employs the devices of medieval chivalric romance in the nature of the quest, the nature of the hero, and the symbolic rendering of the forces of good and evil.

78. **Henze, Mary Vance.** "Children's Responses to Literary Style." University of Arkansas, 1972. University Microfilm No. 72-29,669. 124 pp.

Subjects were 102 middle to upper-middle socioeconomic level sixth-grade children enrolled in two elementary schools. There was one experimental room and one control room in each school. The instrument used was an attitude questionnaire consisting of twelve examples from Chapter I of *The Hobbit* and a six-point rating scale. A test over elements of style was also used. During the four week experimental period, the experimental groups were tested on elements of style, taught for ten sessions, then retested. The control groups were tested once but were not taught about elements of style. The attitude questionnaire was administered during the final session. Experimental and control groups did not differ in initial knowledge about elements of style. Children in the experimental group knew significantly more about elements of literary style after instruction than control group members knew when they made their responses. The children responded most favorably to examples with alliteration, onomatopoeia, striking similes, and vivid imagery. There was no significant relationship between children's test scores on literary style and their scores on listening enjoyment.

79. **Hershberger, Hazel Kuhns.** "A Core Library for Individualized Reading in the Elementary School Based Upon Pupil Interest Choices Identified by Teachers Recommended by a Survey of Selected Experts." George Washington University, 1968. University Microfilm No. 69-5206. 157 pp.

Methods employed were: 1) an examination of related literature to ascertain the ten most significant studies in which a comparison was made between results of methods of individualized reading and ability-grouping; 2) informal, person-to-person telephone contacts with the authors of those studies to request recommendation of competent teachers in the field of individualized reading who would be willing to cooperate in this study; 3) follow-up letters to the authors; 4) selection of teachers from the lists provided; 5) study of four authoritative graded library lists from which separate graded lists were derived for each elementary grade; 6) the submission of these lists to the cooperating teachers for the purpose of checking, through pupil choices at each grade level, a minimum of thirty best liked books and other well liked books; 7) an analysis of the returned lists; and 8) the formulation of a core list for each elementary grade. The findings indicated a marked consistency in the demonstrated interests of students at various

grade levels. Teachers varied considerably in the checking of the library lists, the variation ranging from the requested figure of 30 best liked titles to the recommendation of 240 titles. The resulting core library list is presented by grades in the body of the dissertation.

80 **Hession, C. Ninetta diBenedetto.** "An Examination of Methods of Having Beginning Readers Acquire Basic Sight Vocabulary through the Use of Recommended Picture-Story Books Incorporating a Multimedia Approach." Columbia University, 1973. University Microfilm No. 74-9641, 115 pp.

Subjects were three groups of randomly selected first graders, predominantly white. One group used fifteen picture story books and their accompanying cassettes. The children worked with them for one hour a day on three consecutive days during their first six weeks of school. A comparison group, randomly selected from the same population, drilled on thirty of the words on the Dolch Basic Sight Vocabulary Word List which occurred most frequently in the selected stories. A third group spent half the time working with Group I above and the other half with Group II. Group I averaged more word gains than the other two, and Group II the least. However, differences between the groups were not statistically significant. Differences in each group from pretest to posttest showed statistical significance at the .001 level, indicating that each group did gain. Children who have free access to good children's literature, presented in multimedia form, will acquire a basic sight vocabulary equal to or better than those children exposed to an approach emphasizing drill on specific sight words.

81 **Hillman, Judith Zoe Stevinson.** "Analysis of Male and Female Roles in Two Periods of Children's Literature." University of Nebraska at Lincoln, 1973. University Microfilm No. 73-25,450, 170 pp.

Twenty books, equally representing two time periods (the 1930s and the 1960s to 1971), were analyzed. The comparison indicated that the number of males was much greater than the number of females in the early period ($p < .01$) and in the recent period ($p < .05$). Males were shown to be physically aggressive and competent in both periods and females retained the characteristics of affiliation dependence and sadness. Male characters appeared to be more verbally aggressive, angry, and joyous in the early period and to express more surprise and fantasy in the recent period. Females exhibited more physical affection, nurturance, fantasy, and excitement anticipation in the early period and became more angry and curious in the recent period. Stereotypic traits were more prevalent in the early period than in the recent period, indicating a broadening of sex role standards over the three decades. The greatest differences in sex roles involved the diversity of occupations related to each sex. Males were depicted in jobs associated with power and prestige, while females were cast in domestic roles with few exceptions.

82. Hoff, Milton John. "A Study of the Importance of Literature for Fostering International Understanding in the Junior High School." University of North Dakota, 1970. University Microfilm No. 70-21,100. 131 pp.

An objective questionnaire was sent to each of the fifty state education departments in the United States to determine attitudes toward the subject of international understanding and efforts for the use of literature in this role. A similar questionnaire was sent to eighteen publishers of literature textbooks and materials for junior high school to determine the past and future consideration given international understanding in their publications. Interviews were also conducted with educators in London, Hamburg, Paris, Oslo, and Copenhagen, and with personnel from Unesco headquarters in Paris and from the Unesco Institute of Education in Hamburg. The predominant attitude was that literature was an important vehicle for fostering international understanding; however, the program carried on by the Danish Ministry of Education seemed to be the only organized effort for use of literature in such a manner. Several attributes peculiar to literature as a medium for international understanding were indicated through literature's provisions for the vicarious experience and an indentification with a fictional character as well as its versatility as an art form.

83. Homze, Alma Cross. "Interpersonal Relationships in Children's Literature, 1920 to 1960." Pennsylvania State University, 1963. University Microfilm No. 64-5366. 222 pp.

Seventy-eight selected realistic fictional books for children were examined to determine 1) interpersonal relations among adult and child characters in terms of nine categories of behavior, 2) the location of the interaction with the number, sex, relationship, occupation, socioeconomic status, and ethnic group of the characters in the interactions, and 3) the themes of the books, to note how behaviors and background items were portrayed in children's literature published at five-year intervals from 1920 to 1960 and to look at changes in those factors from the 1920-1940 period to the 1945-1960 period. Adult characters were shown to be decreasingly authoritarian and decreasingly critical in their relationships with child characters in publications from the later period. Child characters were increasingly outspoken and more critical in interactions with adult characters. Children increasingly directed their own behavior and asserted their independence in interactions with other children. Increasing competition and less affection were apparent among adults and children. Locations were more diverse and characters increasingly mobile. Books indicated a rural-urban migration and children's preference for interactions in unsupervised areas. The size of book families decreased, the numbers of male characters increased, and the activities of male and female children were increasingly separated. Children's books presented a predominantly homogeneous population of middle-class American Caucasians.

84. Hoover, Emily Dale. "Trade Book Preferences of Ohio Elementary School Children." University of Akron, 1971. University Microfilm No. 72-8946. 249 pp.

Third through ninth grade children in 115 Ohio public libraries expressed their opinions on 8,158 trade books of their selection on an interest scale and on a reading difficulty scale. The study produced a bibliography of 262 preferred trade books. Age frequencies by sex indicated that the greatest percentage of response from boys was at age 10, and for girls, at age 11. Ratings indicated that boys reported more reading difficulty with their selections than did the girls. Many of the books chosen were classics and modern children's books considered to be high in literary merit. Many of the books mentioned were books of humor, adventure, mystery, animal stories, science fiction, and fantasy. There were also many books which indicated children's involvement with social issues of the times. Books originally published since 1950 represented more than three-fourths of the books on the preferred list.

85. Horne, Rose Nell. "A Study of the Use of Figurative Language by Sixth Grade Children." University of Georgia, 1966. University Microfilm No. 67-3555. 130 pp.

The study was designed 1) to investigate the effectiveness of activities centered around children's literature on pupils' use and understanding of figurative language; 2) to study the effect of the activities on pupils' reading vocabulary and comprehension; and 3) to examine the relationship of age, sex, IQ, and socioeconomic status to the use and understanding of figures of speech. The experimental group of 73 sixth grade children took part in 24 work sessions to increase their grasp of figures of speech. Before and after the sessions, these students and the 72 control subjects took tests and submitted writing examples. The experimental group scored significantly higher (.01 level) in frequency of use and understanding of figures of speech at the end of the sessions, but the scores on reading and vocabulary of the two groups did not differ significantly. High IQ scores tended to accompany the understanding of, but not the use of, figures of speech. Age, sex, and socioeconomic status had no significant effects.

86. Ishikawa, Kiyoharu. "Teacher Attitudes toward School Library: An Investigation of Library Service Levels Related to Teacher Characteristics." George Peabody College for Teachers, 1972. University Microfilm No. 72-25,391. 138 pp.

Two school libraries—A (designated as a good school library) and D (designated as a poor school library)—were selected for the investigation. The teachers and their attitudes toward the school library in schools A and D were subjects of the investigation. Two instruments were administered to the teachers in the schools. The results obtained from analysis of data suggest that 1) the teachers in school A were more positive in attitude toward the six areas of school library service than the teachers in school D; 2) there was no significant difference in the teachers' attitudes toward the school library in relation to the professional characteristics of teachers, except that teachers who used the school library in their student teaching had a more positive attitude toward the school library than the teachers not using it in their student teaching; and 3) there was no significant difference in

teachers' attitudes toward the school library in relation to the personal characteristics of the teachers.

87 **Jakiel, Stanley James.** "An Analysis of Popular Ninth Grade Literature Anthologies with Respect to Selected Objectives for the Study of Literature in the Ninth Grade." State University of New York at Buffalo, 1970. University Microfilm No. 71-16,454.

Research on the subject of objectives for literature study was examined, as were writings of scholars in the field of literature study in the secondary school. Materials from the publishers of ten ninth grade anthologies were examined. The materials included the anthologies, guides, resource books, and descriptive brochures. Analysis of the objectives stated and implied in these materials produced a list of "Selected Objectives": 1) developing a permanent reading habit based on the enjoyment of literature, 2) showing that literature is art, 3) assisting the student to learn necessary literary terminology and more about himself and the world, and 4) improving the teaching of writing and language.

88 **Jennings, Robert Edmond.** "The Effectiveness of Microfiche Copies of Trade Books on Selected Fourth Grade Children's Reading Achievement, Reading Attitudes, and Use of Library Books." University of Georgia, 1972. University Microfilm No. 73-5718, 167 pp.

Microfiche copies of 112 children's trade books and two Xerox Classmate Readers were put into three fourth-grade classrooms to assess their effect on children's reading achievement, attitudes toward reading, and use of library books. The pupils were allowed twenty minutes daily for independent reading. They could choose to read books of their own, library books, paperbacks, or magazines. Experimental group children had these choices, plus the option of reading microfiche materials. The children were tested on a pretest-posttest basis to evaluate reading vocabulary, reading comprehension, and attitude toward reading. No significant differences were found between control and experimental groups for attitudes toward reading, reading vocabulary, or reading comprehension. However, the main effects of race and the interaction of treatment and race for vocabulary and for comprehension were statistically significant. The white children in the control group did significantly better than black children in the same group. However, the two races differed little in the experimental group. It was also found that the advantage of the experimental treatment for the black children was so nearly counterbalanced by the advantage of the control treatment for the white pupils that no significant main effect could be found. When the Mann-Whitney U Test was applied to the data obtained from the librarian, a significant difference was found in the number of books checked out of the school library by the two groups. The control group children checked out a significantly greater number of books.

89 **Johns, Jerry L.** "Expressed Reading Preferences in Intermediate Grade Students in Urban Settings." Michigan State University, 1970. University Microfilm No. 71-2091, 182 pp.

Subjects were 597 intermediate grade children from four large innercity

districts, including 515 black students and 82 white and Mexican-American students. In the first phase of the study, five pairs of illustrations from modern realistic children's books were selected to depict stark, crowded conditions of innercity or rural life or to show more favorable living conditions of innercity and suburban areas. Children viewed one slide at a time and listened to a taped description of the setting. After viewing, they responded to three questions about each pair of slides. In phase two, subjects were given descriptions of five characters with positive self-concept and five with negative self-concept. Again, they answered three questions for each pair of character descriptions. Phase three presented five descriptions of positive group interaction and five descriptions of negative group interaction and children answered three questions for each pair of group interaction descriptions. Innercity children expressed statistically significant (.01) reading preference for books which depict middle class settings, characters with positive self-concepts and characters in positive group interactions. There were significant positive relationships between expressed reading preferences of subjects for setting and 1) their perception of their home environments, and 2) the home environment in which they would prefer to live. There were significant positive relationships between reading preference for characters and 1) the type of person they perceive as being most like themselves and 2) the type of person they would rather be, and between reading preference for group interaction and 1) type of group interaction they perceive as most like the group with whom they live or play and 2) the type of group interaction they see as most like the group with whom they prefer to live or play.

90 Jones, Marian Ilene. "An Analysis of Preschool Children's Responses to Voluntary Participation in Story-Reading." Arizona State University, 1971. University Microfilm No. 71-26,591. 117 pp.

Two groups of preschool children, four and five years of age, were selected as the population. Both classes were taught by the same teacher in the same classroom. The morning class served as the control group and the afternoon class as the experimental group. For eleven sessions, which extended over a four week period, story-reading sessions were offered to the experimental group. These sessions consisted of playing tapes, approximately thirty minutes in length, on which had been recorded the story content of selected children's books. Illustrations in the books were displayed, and attendance in the group was voluntary. After a one-week lapse period, ten observations were made in both the control and experimental groups to determine the number of children who chose to look at books as a free choice activity and to determine the number of books handled by the children in both groups. Ninety percent of the experimental group participated at least once during the treatment period for part or all of at least one story session. It was found that there was no significant difference between the number of children in the experimental and control groups who chose books as a free choice activity after the story treatment period.

91 Kauffman, Melva Grace. "An Analysis of the Teacher as Portrayed in Modern Juvenile Fiction." Columbia University, 1962. University Microfilm No. 63-2263, 311 pp.

The purpose of the study was to examine juvenile fiction to observe how authors picture teachers, to note at what point in the development of the plot the teacher is or is not influential in changing thought and behavior of other characters, to observe the significance of the changes that take place in the teacher and/or other characters as a result of the interaction, and to consider what implications the study may have for youth who have yet to choose a career and for the program of study for preservice teachers. The analysis of teachers was based on 80 books written for pupils in grades six through nine, published between 1945 and 1956, and appearing on at least three highly recommended book lists. Thirty of the eighty books on the list portrayed teachers. The eighty-five teacher characters were analyzed according to their prominence in the story, age, sex, teaching level and subjects taught, and attitudes of the other characters toward the teacher. Attitudes toward most of the eighty-five teachers were favorable. All but twelve were admired or respected for one quality or another. The fictional portraits indicated that reason and reasonableness dominate relations among teachers and pupils.

92 Kelly, Robert Gordon. "Mother Was a Lady: Strategy and Order in Selected American Children's Periodicals, 1865-1890." University of Iowa, 1970. University Microfilm No. 71-5770, 321 pp.

Domestic fiction appearing in several popular children's periodicals published during the period 1865-1890 was chosen for analysis. Magazines used were *St. Nicholas*, *The Youth's Companion*, *Wide Awake*, *Our Young Folks*, and *Riverside Magazine for Young People*. It was found that the fiction tended toward two basic narrative patterns or formulas shaped in part by the conditions of publishing and in part by ideological considerations that may be traced to characteristics of the social class which produced the magazines. The two formulas give evidence of the ideal social types considered to be appropriate models of emulation for a republican society, as well as unresolved tensions concerning the nation's growing cities, the responsibilities of a cultural elite in a democratic society, and changing notions about childhood.

93 Kingsbury, Mary Emily. "Socialization for Work and Leisure: Cultural Values Reflected in Children's Literature." University of Oregon, 1973. University Microfilm No. 73-28,606, 164 pp.

Content analysis techniques were applied to numerous quotations to determine what is actually written about work and leisure in children's fiction. The sample of books studied consisted of ninety-one works of realistic fiction cited in the Children's Catalog or in lists of outstanding children's books published in the 1930s, 1950s, and 1970s. Leisure did increase in importance when frequency of mention was used as the criterion; for example, leisure citations for adult characters increased by 9 percent from the 1930s to the 1970s. Adult models used their time in spectator

activities 29 percent of the time in the 1970s, an increase of 10 percent over the 1950s. Work citations appeared 2.7 times more often than leisure citations over all three time periods and middle-class occupations dominated the books, with white-collar jobs accounting for 59 percent of all the citations in newer books. Children's books presented a distorted picture of women. Working women were not adequately represented in number or in kinds of work assigned to them and the leisure activities of female characters were neither as numerous nor as varied as those of the male characters. By and large, the same values were transmitted whether they were related to work or to leisure. The author concluded that books studied neither accurately reflect the nature of work done nor the significance of leisure available in our society.

94. Kingston, Carolyn Tietje. "Exemplifications of the Tragic Mode in Selected Realistic Fiction for Eight-to-Twelve-Year-Old Children." Columbia University, 1968. University Microfilm No. 69-665, 426 pp.

The fifty-three books which were selected as examples belonged to five categories of major tragic conflicts: rejection, entrapment, sensitivity, war, and loss. These works illustrated man's capacity for nobility of thought and action, and the stories had the capacity for universal extension generally associated with tragedy. Although children's stories deviate from the classical tragic form, it was found that the underlying tragic feeling of the work remains basically the same in literature for children and adults.

95. Kiser, George Edward. "A Study of Selected Indicators of Children's Interest-in-Reading." University of Kentucky, 1968. University Microfilm No. 69-17,528, 82 pp.

Subjects were elementary grade children. Four indicators for measuring interest in reading were used: the San Diego County Inventory of Reading Attitude, standardized verbal achievement test scores, peer ratings, and teacher ratings. Subjects were placed in low, average, and high interest in reading groups by sex, at each of three grade levels on the basis of actual amounts of reading done. Scores of each of the indicators were collected for each group and analyzed to determine which of the indicators effectively differentiated between interest in reading groups. Results indicated that 1) scores from three of the indicators were higher for girls than for boys; 2) boys scored higher than girls on the standardized verbal achievement test; and 3) the San Diego County Inventory was more effective for boys than girls, and more effective for boys in grades 3-6. However, since grade levels and sex operate to destroy the overall validity of most indicators, the author cited a need to find more effective ways to measure interest in reading as an aid in improving reading instruction.

96. Klein, Howard A. "Interest and Comprehension in Sex-Typed Materials." Syracuse University, 1968. University Microfilm No. 69-8632.

Two groups of boys and two groups of girls from 13 fifth grade classrooms in Canada were the subjects. Six stories centered on three occupations: ballet dancer, pilot, and social worker. Each story was written in two versions, one with a female main character and one with a male main

character. One group of each sex read three stories in the male version and three in the female version. The other group of each sex read the same stories with the sex versions reversed. Interest in the stories was measured with a sematic differential format and also a like-dislike statement scale. Comprehension was checked by using a 50 deletion cloze test for each story with every seventh word deleted. Sex-appropriate occupations were rated higher in interest by each sex. Boys rated male main characters significantly higher than female main characters in only the pilot situation; girls rated female main characters higher than male in each occupation. Semantic differential profiles indicated that boys and girls react to the same character in distinct ways. Changing the sex of the main character within the same context did not affect comprehension of the content by either sex. Low ability boys' and girls' cloze scores were significantly higher for preferred sex-typed content.

97 Lancaster, Joyce Woodward. An Investigation of the Effect of Books with Black Characters on the Racial Preferences of White Children. Boston University, 1971. University Microfilm No. 71-26,711, 144 pp.

Subjects were 125 fifth grade students in an all white suburban school. A picture test was constructed to measure effect of reading books with black characters on the racial preferences of white children. The test, based on the work of Horowitz, was called the Race Activity Decision Criteria Picture Test. Fifty-six children's books, rated as high literary quality and able to foster good race relations, were read by the students voluntarily during class time. For analysis, subjects were divided into two groups: 1) those with no racial preference or bias toward blacks and 2) those with prejudice against blacks. Analysis of the effect of reading on racial preference showed no single one-to-one relationship. For subjects in the bias-no preference group, the greater the number of books read, the less often race was used as a decision-making criterion. For the prejudice group, the greater the number of books read, the higher prejudice scores. Results for both groups were significant at the .05 level. The author points out that it is clear that we do not have sufficient knowledge to predict the effect of particular books on individuals.

98 Lawson, Cornelia V. Children's Reasons and Motivations for the Selection of Favorite Books. University of Arkansas, 1972. University Microfilm No. 72-10,208, 93 pp.

A survey of 695 fifth grade students determined their favorite books and the reasons and motivations for choosing those books. The data obtained from the student survey were used to prepare a questionnaire which was administered to twenty-six classroom teachers and twenty-four children's librarians. Results of the study showed that the children identified 469 different titles as their favorite books. The reasons given for book choices were: content and theme, specific interests, funny, emotional-personal reactions, characters, biography-true, exciting, family and school life, good, interesting, authors. The children identified the following areas for their motivation: friends and peers, themes, informational needs, teachers, librarians, family influences, book orders and gifts, favorite authors, televi-

sion and movies. The primary interests were: animals, mystery and ghost stories, fantasy and science-fiction, sports and sport biography, friends and school-life. Significantly more below-average than average or above-average readers identified their favorite book as being the same as their current library book or last read library book. Teachers and librarians showed no significant difference in perceiving the reasons children gave for selecting their favorite books. Teachers, however, ranked significantly better than librarians in perceiving children's motivations for reading library books.

99. **Lewis, Isabel Rogers.** "Some Effects of the Reading and Discussion of Stories on Certain Values of Sixth Grade Pupils." University of California at Berkeley, 1967. University Microfilm No. 68-5679.

Eleven short stories portraying the desirability of nurturance and the undesirability of aggressiveness and selfishness were read by two groups of 54 sixth grade children, each over a period of two weeks. After the reading, only one group discussed the stories and the values. A third group of students discussed the values but did not read the stories. The fourth group did not hear or read the stories and they did not discuss the values. A semi-projective Test of Values, constructed by the experimenter, was administered to all subjects before and after the experiment. Data indicated that literature affects values. Reading without discussion produced significant increases in aggressive feeling, decreases in selfish feeling, decreases in nurturant feeling, increases in projected aggressive behavior, and decreases in projected nurturant behavior. Discussion of values without reading stories resulted in no significant changes but showed a trend toward increased aggressiveness. Reading, followed by discussion, produced significant change. Aggressiveness was reduced and was accompanied by a trend toward increase in nurturance as well as an increase in projected selfish feeling. There were no significant changes for the group which had no treatment of reading or discussion.

100. **Lewis, Jeneva Bell Akin.** "A Comparison of Kindergarten Teachers' Perceptions of Children's Preferences in Books with the Children's Actual Preferences." East Texas State, 1970. University Microfilm No. 71-226, 162 pp.

Subjects were twenty white female kindergarten teachers who volunteered to participate and 100 randomly selected kindergarten children, evenly divided to constitute a sample of white males, white females, black males and black females. Analysis was made to determine whether there were significant differences between teachers' perceptions of books that children like or dislike, between book preferences of boys and girls, and between book selections of black children and white children. Ten books from six categories were used: children in general, children in ghetto areas, Negro heritage, history and science, animals, and fantasy. Teachers selected, on the basis of book titles and covers, the book a kindergarten child would most like to hear and the one he would least like to hear. Children selected on the same basis. In only two categories, children in

general and history and science, were teachers able to predict books the children would like to have read to them. Girls showed a preference for children in general books and boys for animal and fantasy books. Black children strongly favored children in ghetto areas books while white children disliked them. More black than white children disliked animal books. Significantly more white children than black children favored fantasy books.

101 **Lewis, William Joseph.** "A Comparison of Responses of Adolescents to Narrative and Lyric Literature and Film." Florida State University, 1972. University Microfilm No. 72-27,923. 143 pp.

The tenth grade subjects read two literary selections and viewed two films paired by the investigator on the basis of their similarities in treatment of subject and theme. Students' written responses to the four selections were categorized and analyzed on the basis of how they reacted to the materials. Categories used for analyzing responses were: literary judgments, interpretational responses, narrational reactions, associational responses, self-involvement, prescriptive judgments, and a miscellaneous category. Students tend to judge materials (both literature and film) more than they respond in any other way, either having strong preferences for or reactions against a selection. They interpret film significantly more than they interpret literature. The students narrate literature more than they narrate film. Boys appeared to have stronger opinions about what they read and view than do girls. Girls give evidence of more self-involvement in materials than do boys. Results indicated that adolescents respond differently to film than they do to literature when selections are comparable and, in four of the six main categories of responses, there were statistically significant differences in the response patterns to the two media.

102 **Lickteig, Mary Jane.** "A Comparison of Book Selection Preferences of Inner-City and Suburban Fourth and Sixth Graders." University of Oregon, 1972. University Microfilm No. 72-20,922.

Fourth and sixth grade children from innercity and suburban schools were defined as below-level, on-level, or above-level in reading ability as determined by the comprehension score on the Iowa Basic Skills Test. Data about children's book choices were gathered three times during the testing period. Students were shown eight books representing eight categories of literature. A brief summary of each book was read and children were asked to rank the books in the order of preference. Children in grades four and six, innercity and suburban, preferred books in the science-fiction category. Books in the humorous category were also preferred by fourth graders and mystery and detective stories by sixth graders. Least preferred books were in categories of suburban life and frontier and pioneer stories. Children in the innercity tended to prefer Negro fiction more than did suburban children, while suburban children preferred horse stories more than did innercity children. The results of the study indicated no consistent relationship between book selection preferences of innercity and suburban children.

103 Livengood, Dorothy Kroft. "The Effect of Bibliotherapy Upon Peer Relations and Democratic Practices in a Sixth Grade Classroom." University of Florida, 1961. University Microfilm No. 64-11,553. 239 pp.

Subjects were an experimental group of sixth graders, characterized as "an undemocratic class," from one school and a control group selected from the sixth graders of another school. Subjects were tested with the Kuhlman-Anderson Intelligence Test, sociometric instruments, including the Ohio Social Acceptance Scale and scattergrams based on committee choices, and measurements of personality which included the Rosenzweig Personality-Frustration Study, a Self-Rating Personality Scale, and Who's Who in My Group. Twenty-six selections from children's literature were read to the experimental group. After tests were repeated and scores, the thirty experimental group pupils were matched with children from the second school. Reading gains by both groups were not significant. Although the class as a whole seemed to lose in good relations and democratic practices, at least one-fifth of the rejected children seemed to gain socially, and seven-tenths of the group showed gains in personality traits. Children low in intelligence and social acceptance seemed more likely to profit from bibliotherapy.

104 Lyons, Patricia Anne. The Effect of Children's Literature and Oral Discussion on the Reading Achievement of First and Second Grade Children. Ohio State University, 1972. University Microfilm No. 73-2058. 164 pp.

One class at each grade level in four schools participated. Schools were paired and randomly assigned to treatment. An additional first and second grade class served as a no-treatment control. Pretreatment equivalence of groups was established by statistical analysis of parental occupations and existing reading scores. Programs were administered for twenty minutes three times each week for twelve weeks. The first program provided rich adult linguistic input through reading aloud and discussion of high quality children's literature selected on the basis of an analysis of syntactic complexity and richness of vocabulary. The second provided increased opportunities for active language use by the child in the context of sharing, discussion, and other oral language activities. Alternate forms of the California Achievement Test—Reading, 1970, Level 1—were administered at the end of the experimental period in December and in May. Scores on the Peabody Picture Vocabulary Test and the Linguistic Structure Repetition Test were also obtained. In May, the teachers whose classes had participated completed a questionnaire about their routine practices with respect to reading literature aloud and oral language activities. Data analysis indicated that neither of the twelve week experimental programs significantly affected reading achievement. Significant differences existed on the May reading test favoring the control group on measures of word recognition and total reading for grade one, the literature and control groups on the comprehension measure in grade two, the literature group over the sharing group on the total reading measure in grade two, and for the total group, the literature and control groups on the comprehension

measure. Questionnaire responses indicated that the second grade literature and control group teachers read aloud more frequently and used books often recommended for higher grades.

105 McCloskey, Elinor Florence. "A Study of the Free Reading Interests of Sixth Grade Negro Boys Living in Disadvantaged Areas in the City of New York." Columbia University, 1966. University Microfilm No. 67-5539.

Subjects were 120 sixth grade black boys enrolled in public schools in disadvantaged areas of New York City. On a one-to-one basis, they were asked to respond to ten questions. Reading interests elicited by the questioning were classified and data from three subgroups—upper quarter students, lower quarter students, and boys over 13 years—were compared. The boys reported that they liked to read because they thought it was a useful task which would help them with present or future economic, academic, or occupational needs. Boys who did not like to read said it was too difficult. The disadvantaged black boys showed strong interest in nonfiction book categories and a stronger interest in sports books than other studies have suggested for a general population of boys. Science was a popular topic with lower quarter boys, and fiction was discussed most often by boys in the upper quarter. Subjects seemed to have difficulty describing aspects of books that they did not like.

106 McKay, Mary Agnes. "The Expressed Reading Interests of Intermediate Grade Students from Selected Schools in the Metropolitan Pittsburgh Area." University of Pittsburgh, 1971. University Microfilm No. 71-26, 168. 160 pp.

Subjects were 791 fourth, fifth, and sixth grade children with IQs ranging from 69 to 147 and reading achievement scores ranging from 2.3 to 11.7. The group included 362 girls and 429 boys, 617 of them white and 174 black. An instrument used for determining reading interests was developed for use in this study. Relationships between reading interests and intelligence, reading achievement, age, sex, socioeconomic level, grade level, geographic location, and race were explored. Brighter students chose biography, humor, and mystery more often than did slower students. It was also evident that students who scored low on tests of reading achievement lacked interest in reading anything. As students' reading achievement increased, they were less interested in reading about school activities. Overall, the categories of adventure, animals, mystery, and sports were popular with all students in the study. It was concluded that the factors of reading achievement, sex, and intelligence exert the greatest influence on reading interests of intermediate children.

107 McLaughlin, Mary Ann. "Thematic Analysis and Democratic Value Identification in Realistic Fiction for Children Concerning American Wartime Involvement, 1939-1971." Michigan State University, 1973. University Microfilm No. 73-29,707. 336 pp.

In Part I of the study, the researcher read and evaluated 83 books identified through five professional bibliographic sources. Content analysis was

used to determine the extent to which thematic and value determinations were those inherent in the democratic philosophy. In Part II, the reliability study, 12 adult professionals and 224 fifth and sixth grade children evaluated the same theme values contained in three selected books. Results of Part I indicated that fiction for children concerning American wartime involvement does contain the themes and values defined as democratic by the researcher. The reliability study showed that boys and girls agree with the professional adults to a large extent on the themes and values found in wartime fiction.

108. MacLeod, Anne Scott. "A Moral Tale: Children's Fiction and American Culture, 1820-1860." University of Maryland, 1973. University Microfilm No. 73-28, 868. 259 pp.

The study examines the fiction written for children in the United States between 1820 and 1860 as it reflected the culture and mood of that era. Analysis indicates that Antebellum Americans rejoiced in the opportunities offered by a swiftly expanding economy, but they recoiled from the fiercely competitive, ambitious spirit it bred, and they feared the disappearance of traditional values. Antebellum children's fiction was highly didactic and literarily very limited, but it provides a suggestive index to many social and personal values widely accepted in the period. It was designed not as entertainment for children but as an aid to moral education of future citizens. Idealized characters were strongly inner-directed individuals, capable of holding to high moral standards in a world usually described in the fiction as hazardous and unpredictable both morally and physically. The fiction written toward the end of the period reflected both an increased awareness of social reality and a growing pessimism about traditional solutions to social problems.

109. McReynolds, Janet Kay. "A Study of Common Aspects Found in Selected Literature for Adolescents, 1966 to 1970." Southern Illinois University, 1971. University Microfilm No. 72-10,269. 145 pp.

Eighty-one books recommended in at least three of five sources were chosen for study. Of the recommended literature for adolescents, 58 percent was fiction, 37 percent nonfiction, and 5 percent poetry. No drama was recommended. A principal character in 76.6 percent of the fiction books was an adolescent twenty years of age or younger. Racial strife was a concern in 19.5 percent of the recommended fiction and nonfiction books. None of the books surveyed was concerned with space or space exploration, high school dropouts, drugs, or religion. The major characters in 21 percent of the fiction books were white middle class. The only black class represented in recommended fiction was the lower black class. It was concluded that controversial and taboo subjects are generally absent in the recommended literature.

110. Mann, John S. "An Application of a Model of Creative Thinking to Teaching in a First Grade Classroom." Eric Document No. ED010255.

Subjects were one class of first graders, divided to form an experimental group of 8 boys and 6 girls and a control group of 8 boys and 7 girls. The

teaching method for the experimental group was based on Lawrence Kubie's model of the creative process which emphasizes metaphorical and preconscious symbolism. The control group received a conventional presentation of children's literature. The Torrance Tests of Creative Thinking, Form A Figural and Form B Verbal, were used to measure fluency, flexibility, originality, recall, and analogy-making. Two interns who were teaching full-time in a second grade team worked for one-half hour each day with the subjects. The work centered around a "story hour" using nearly identical children's books. Results indicated no significant differences in the performance of the two groups.

111. Martin, Sue Ann Gillespi. "The Caldecott Medal Award Books, 1938-1968: Their Literary and Oral Characteristics as They Relate to Storytelling." Wayne State University, 1969. University Microfilm No. 72-16,219. 238 pp.

The thirty-one picture books that received the Caldecott Award from 1938 to 1968 were examined to discover their literary and oral characteristics and to ascertain the suitability of their text for use in the oral situation of storytelling. Most of these books were written around the themes of love, reassurance, and fellowship. Eleven books are written from the child's point of view. The heros include characterizations, personifications, and talking beasts. The humor has five general sources: wordplay and nonsense; surprise and the unexpected; exaggeration, the ridiculous and caricature; superiority; and wit and satire. Cliches, slang, and foreign words are found in the diction. The author concluded that no one element, if absent or present, would make an award book good for storytelling. It was noted, however, that style—in its broadest sense, including characterization, humor, imagery, figurative language, diction, syntax, and aesthetic qualities—determines whether or not a Caldecott Award book is suitable for use in storytelling, whereas theme, subject, setting, the child's point of view, and the author's attitude rarely affect the oral style of an award book.

112. Mathewson, Grover C. "Relationship between Ethnic Group Attitudes toward Dialect and Comprehension of Dialect Folktales." University of California at Berkeley, 1973.

Each third grade child in the study was exposed to one of four randomly assigned treatment conditions: 1) reading standard English folktales, 2) reading dialect folktales, 3) listening to standard English folktales, and 4) listening to dialect folktales. There were twelve children in each treatment group, half of them black and half of them of other ethnic backgrounds. Following each presentation, subjects rated the story on four dimensions and answered questions to test comprehension of the story. Findings supported the prediction that black children liked and comprehended black English tales better than standard English folktales when they listened to the presentation. However, they did not show greater liking for or comprehension in response to reading black English folktales. Children with other ethnic backgrounds favored standard English versions over the black English versions.

113. Mattera, Gloria. "Bibliotherapy in a Sixth Grade." Pennsylvania State University, 1961. University Microfilm No. 62-2642. 196 pp.

Subjects were two sixth grade classes, an experimental group of twenty-seven children and a control group of twenty-four children. As a basis for comparison of the two groups, measures of intelligence, achievement, reading, socioeconomic status, personality, and figure identification were used. An inventory which asked children how books influenced them was also used. Students in the experimental group participated in individual bibliotherapy, group bibliotherapy consisting of a series of panel discussions on books the children thought could be helpful to people their age, and activities essential to gathering information on the children. The results of the California Test of Personality did not indicate that books help children in the sixth grade face and solve problems arising from everyday living. The evidence did indicate that children's problems were concerned with developmental tasks and basic human needs and that books that helped them were of high interest to them. Books serve to prevent future problems by building a background of vicarious experiences and giving the children insight into the problems of their classmates. It was concluded that, under certain conditions, both individual and group bibliotherapy are feasible in the self-contained classroom.

114. Menchise, Donald Nicholas. "Racial Bias as a Determinant of Literary Preference and the Relationship of Selected Variables to Patterns of Preference and Reflection of Literary Works Whose Author's Race is Known." University of Connecticut, 1972. University Microfilm No. 32,-236.

Subjects were 100 randomly-selected students from an urban high school, fifty white and fifty black students with approximately equal representation of boys and girls for each race. Fifty of the students were selected from the eleventh grade and fifty from the twelfth grade. The subjects were given ten poems—written by black and white authors—to rank in the order of their preference. Each poem was accompanied by the author's name and a picture depicting his race. The rankings of the 100 subjects were compared to the rankings of a randomly-selected peer-judge group, representing both races and classes and drawn from the same population as the subjects. The peer-judges ranked the poems also on the basis of preference, but without knowledge of any author's name or race. An analysis of the data indicated that there was a significant difference in the way the races responded to the poems. Black students ranked the poems written by black authors higher than those written by white authors. White students ranked the poems written by white authors higher than those written by black authors.

115. Miller, Arthur Luther. "A Study of Reading Tastes of Children in Grades Four, Five, and Six in Selected Schools of the Lamar Area School Study Council." University of Houston, 1966. University Microfilm No. 67-2019. 246 pp.

A forty item questionnaire was administered to 3,212 children in grades four, five, and six. Results indicated that the children read widely from a va-

riety of reading materials. The influence of television and the movies was evident in the participants' voluntary reading. They read primarily for enjoyment and information. Comics and sports were the preferred sections of the newspapers, which were read by 89.4 percent of the children. Of that number, 95.2 percent reported that newspaper reading had been a help to them in school subjects, particularly in science. The children preferred comic books that were exciting and funny. Adventure and mystery were the favorite types of books reported. More than one-half of the children reported that they had read the book after seeing the same story on television or in a movie. "I liked it" was the most frequent reason given for reading a book more than once and 91.3 percent of the group had read a book a second time. The school library was the main source of books although 53.6 percent of the sample received books from a book club.

116. Miller, Lewis Jerold. "Fostering Interest in Children's Literature: Selected Teachers' Practices and Competencies." Indiana University, 1969. University Microfilm No. 69-12,525.

Subjects were nine fifth and seven sixth grade teachers and their 414 students in five elementary schools. The teachers were rated on the basis of 1) knowledge of a wide range of children's books, 2) knowledge of children's interests, 3) knowledge of how to set the stage for a love of reading, and 4) sensitivity to what distinguishes a good book from a mediocre or poor one. Students were asked to respond to the question, "This year have you read any books that you really liked?" Data were used to compare the number of books reported as read and "really liked" by students of high ranked and low ranked teachers. The classes of the two high ranked teachers had class averages of 3.4 and 2.3 books per student reported read and "really liked." Classes of low ranked teachers reported averages of 1.2 and 1.3. The girls' mean was 2.8 and the boys' mean 1.9. Practices such as use of professional selection aids and book reviews, communicating with parents, setting up a room arrangement and using A-V materials were neglected by most teachers. One-half of the books selected by teachers were not of high literary quality.

117. Mills, Editha Barnes. "An Experimental Study in the Use of Literary Models in Written Composition." University of Georgia, 1967. University Microfilm No. 68-5068. 198 pp.

Subjects were four fifth grade classes. The study examined the relationships between written composition and such factors as age, sex, and intelligence. For 24 weeks the experimental group of 45 students was taught composition from models in children's literature for one-hour periods, twice weekly. The children kept weekly records of their voluntary reading and writing. The STEP Tests revealed no significant difference in writing ability between the two groups, but the writing samples indicated some difference. Significant relationships were found between written composition and socioeconomic status, intelligence, reading, arithmetic and language, but none were found between composition and sex, age, or years in present school.

118. Moir, Leo Hughes. "A Linguistic Analysis of Certain Stylistic Elements of Selected Works of Literature for Children and Their Relationship of Readability." Wayne State University, 1969. University Microfilm No. 70-3433.

Subjects were 28 pupils enrolled in a homogeneously grouped upper elementary school reading class. Cloze tests of readability were prepared on ten passages of 250-300 words taken from five juvenile biographies about Abraham Lincoln. Subjects completed the ten tasks in one school week. Analysis of passages was made on the basis of mean t-unit length, proportion of content carrying words, and number of kernel sentences in the deep structures of each t-unit. Language strings pertaining to each of four literary elements in each passage were identified as a measure of literary content of each passage. Cloze responses to content-carrying words were analyzed according to taxonomies of semantic and syntactic acceptability. Linguistic-stylistic features of an author's style influenced relative difficulty of passages and also relative degree of acceptability of responses. Low readability levels were found when Word Content Ratio and Sentence Content Index were highest. The more difficult passages had a greater proportion of longer language strings referring to characterization than had easier passages. The less difficult passages had a greater proportion of dialogue than the more difficult passages. There was great variation in consistency of complexity of style among authors writing for the same audience.

119. Monson, Dianne Lynn. "Children's Responses to Humorous Situations in Literature." University of Minnesota, 1966. University Microfilm No. 67-869, 238 pp.

A stratified random sample of 635 fifth grade students was chosen based on socioeconomic levels. Because of the nature of the study, only children reading at or above grade 3.5 as of September were retained in the sample. Children were asked to read excerpts from: *Henry Huggins*, *Charlotte's Web* (two excerpts), *Pippi Longstocking* (two excerpts), *Owls in the Family*, and *The Cricket in Times Square*. Five types of humor considered in the study were represented in the selections: 1) character humor, 2) humor of surprise, 3) humor of the impossible, 4) humor of words, and 5) humor of the ridiculous situation. An instrument constructed for assessing children's responses to the selections was developed in four different forms which were randomly distributed within each classroom. All children were asked whether they had read each selection before and whether the selection was humorous. They were asked to specify the funniest part of each selection that they rated as humorous. Form One requested the child to respond, in an unstructured situation, by writing the part of the selection he thought was funniest. Forms Two, Three, and Four asked children to respond to structured response situations based on the true-false and multiple-choice item. Sentences used in the structured forms were taken from responses of a pilot group to unstructured questions. Differences in responses made by children in structured and unstructured treatment groups were greater for boys than for girls. Boys more frequently judged selections humorous when

they were presented in a structured situation. Children in low socioeconomic groups and in the low and middle reading groups more often judged selections humorous when they were presented in a structured situation than when they were presented in an unstructured situation. Children in the high intelligence group more often judged excerpts humorous than did children in middle or low intelligence groups. There were few differences in preferences for categories of humor by sex, intelligence, socioeconomic, and reading level groups.

120 Morgan, Betty M. "An Investigation of Children's Books Containing Characters from Selected Minority Groups Based on Specified Criteria." Southern Illinois University, 1973. University Microfilm No. 74-6232, 306 pp.

Materials used for the study were books of prose, published since World War II, and involving these minorities: African Americans, American Indians, Chinese Americans, Japanese Americans, Mexican Americans, and Puerto Rican Americans. A sixteen-point master guideline was constructed to analyze the books. Characterizations of the Negro and the Indian have changed greatly since World War II. The number of books with minority people as the main characters has increased rapidly in recent years. However, publishers and libraries offer large numbers of titles for only two minorities, African Americans and American Indians. Biographies of outstanding leaders were available about African Americans, American Indians, and Mexican Americans. Books for Americans of Puerto Rican, Chinese, and Japanese descent were entirely of fiction. A list of sources of materials for minority children is included in the appendix of the dissertation.

121 Morris, Claire Elizabeth. "A Study of the Differential Effectiveness of a Preplanned Sequentially Structured-Approach and an Incidental Unstructured-Approach upon the Appreciation of Literature of Sixth Grade Pupils." University of Pennsylvania, 1970. University Microfilm No. 70-22,876, 203 pp.

Subjects were forty sixth graders of three mental maturity levels (low, middle, and high). Students were randomly assigned to one of two groups for instruction. Classes were taught using either the Preplanned Sequentially Structured Approach or the Incidental Unstructured Approach to determine the differential effectiveness on the teaching of literature appreciation. The effect of literature study on writing ability was also explored. Instruction for the Preplanned group consisted of 40 prose and 20 poetry periods during which the literature lessons provided for oral reading, discussion, and related language activities designed to foster appreciation. The Incidental group did not follow a planned program. Performance of the two groups was compared on the basis of understanding, attitudes toward prose and poetry, and interpretation. Differences in writing ability were measured by three sets of writing samples. Results indicated that pupils of high intelligence interpret literature on a significantly higher level and evidence greater writing proficiency than pupils of middle or low intelligence regardless of the teaching method.

122 Napier, Georgia Pierce. "A Study of the North American Indian Character in Twenty Selected Children's Books." University of Arkansas, 1970. University Microfilm No. 70-26,232. 126 pp.

Twenty books, copyrighted between 1931 and 1966 and with historical setting ranging from the 1700s to post-World War II, were studied. Fifteen Indian tribes were represented. The 35 Indian characters in the books were analyzed in terms of 1) the North American Indian character's physical description, taken by age, sex, and general description, 2) the character's language, analyzed by fluency and grammaticality, and 3) the character's status as to family or group affiliation, talents or skills, and community reaction to the character. The North American Indian character still appears in children's literature, but the traditional stereotype is not persisting. The North American Indian character is seldom shown in contemporary circumstances; however, his physical description, character is attractive and the language used is fluent and grammatical. The status of the North American Indian character is judged acceptable by the author.

123 Noble, Judith Ann. "The Home, the Church, and the School as Portrayed in American Realistic Fiction for Children, 1965-1969." Michigan State University, 1971. University Microfilm No. 31,271. 320 pp.

One hundred twenty-five realistic fiction books were randomly selected from recommended lists of books published between 1965 and 1969 and indicated as being of interest to children aged nine to fourteen. Content assessment was used to analyze the books on the basis of importance of family and family structure, importance of religion and religious education, importance of education, and development of personal responsibility. The families presented in the books were primarily middle class Caucasians. Attitudes toward family and family structure were primarily positive and importance of family structure were primarily positive and importance of family was stressed repeatedly. However, there was a strikingly negative attitude displayed toward stepfamilies and stepparents. A paucity of material about religion or religious activities was found, with Christmas seldom mentioned with a religious connotation. More Jewish observances were described than any other faith. School or education was mentioned in approximately three-fourths of the books of the study, but the attitudes presented were predominantly negative. Schools and teachers appeared to be very stereotyped, especially the descriptions of characteristics of teachers. The children in the books analyzed usually displayed acceptance of responsibility commensurate with their maturity level.

124 Packer, Athol B. "A Study of Factors Involved in the Selection of Free Reading Materials by Fourth Graders." University of Kansas, 1967. University Microfilm No. 68-6034.

Subjects were 44 fourth graders. A large majority of children selected library books above their independent reading level. Self-concept level did not appear to affect a child's ability to select books he could easily read. Pupils did not select more books from interest categories chosen by persons they preferred on the sociometric test than from other categories.

though the interest type of books and the influence of friends are two of the major factors pupils state as reasons for selection of books.

125. Peltola, Bette Jean. "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls." University of Minnesota, 1965. University Microfilm No. 66-8920. 362 pp.

Subjects were more than 3,100 fourth and six grade children in a mid-western suburban community. Each child named his or her favorite book character and the title of the book in which the character appeared. Then, a sample of 823 children was drawn from the population used in the reading interest study. Each of the 823 children indicated which of thirty-eight books he or she had read and answered a test which contained four questions about each book. A child was considered to have knowledge of a book if the book had been read and at least three test questions were answered correctly. Children responding to the first part of the study named more than 900 different identifiable juvenile trade books or series in which they read about favorite characters. There were significant sex differences in type of favorite character chosen. Boys named animal characters second most frequently and female characters least frequently. As many girls named male characters as named animal characters. More children in both grades named real stories than named make-believe stories. More children in both grades named recommended books than named not recommended books, but significantly more fourth grade children than sixth grade children named recommended books. Analysis of reading patterns indicated a trend for more fourth grade children who chose recommended books in the reading interest study to know certain books and for more sixth grade children who chose not recommended books to know certain books. There was much individuality in the recreational reading of the children. Results of the study indicated that groups of children had read a variety of types of books regardless of the type of book from which a favorite character had been chosen.

126. Peterson, Gordon Charles. "A Study of Library Books Selected by Second Grade Boys and Girls in the Iowa City, Iowa Schools." University of Iowa, 1971. University Microfilm No. 72-8307. 200 pp.

The population consisted of 745 second grade students, 374 boys and 371 girls. Data were collected from library circulation records and from personal interviews. Questions considered were which titles and subjects were most frequently selected, the quality of the books, how many of the books were completely read, partially read, or not read at all, why the books were selected, why they were liked or disliked, and what techniques used by authors and illustrators were most popular. Both boys and girls were more interested in fanciful stories than in realistic stories. Boys were very interested in informational books but girls showed little interest in them. The three subjects most frequently selected by boys and girls were modern fantasy stories about animals, fanciful humorous stories, and modern fantasy stories about people. There was almost no relationship

between the subjects most frequently selected and the availability of the subjects in the libraries. The quality of the books chosen was acceptable but not very high. Girls read larger portions of the returned books than boys but both read completely more than half the number of books returned. Both boys and girls reported that the main reasons they selected and liked a book had to do with its subject and illustrations.

127. Peterson, Sue Ann Woestehoff. "Attitudes of Children toward Literary Characters Who Speak Regional Dialects of American English." University of Minnesota, 1970. University Microfilm No. 70-15, 789.

Subjects were 720 sixth grade students, including all sixth graders in a middle-class suburban school system except those who were below grade four in reading level. Passages from three children's books written in nonstandard dialect were selected. Books used were *The Yearling*, *Hie to the Hunters*, and *The Blind Colt*. The experimental group read the passages as originally written in dialect. The dialects were a backwoods Florida dialect, a dialect from northwest Kentucky and a western cowboy dialect. Control group subjects read adaptations of the three passages written to contain conversation spoken in standard "school reader" English familiar to the subjects. Students reading the nonstandard dialect passages reacted generally in a neutral to mildly positive manner to the main character. Students reading the standard English version gave more positive responses to characters than students reading the dialect version. There was a significant difference between mean attitude scores of control and experimental groups for each of the three excerpts. The character in the story with the heaviest dialect, *The Yearling*, received the lowest rating from the experimental group. The western character received the highest rating from both groups. The mean attitude score of all girls was significantly higher than the mean score for all boys. In response to *The Yearling*, girls in the experimental group responded to the main character more favorably than boys, and boys in the control group responded more favorably than girls in the control group. The control group had a significantly higher mean comprehension score than the experimental group.

128. Petitt, Dorothy Jeanette. "A Study of the Qualities of Literary Excellence which Characterize Selected Fiction for Younger Adolescents." University of Minnesota, 1961. University Microfilm No. 63-4358, 380 pp.

The purposes were to establish valid literary criteria for judging fiction for younger adolescents. Expert teachers and librarians across the United States were asked to judge a list of books for younger adolescents. Thirty-three works of fiction were judged to have some potentially strong literary qualities. To establish literary criteria for evaluating the works, the writer generalized characteristics of criticism of the novel as a literary form and translated them into a series of questions. On the basis of the evaluations, the books were grouped into three categories. Group I, literature, contained sixteen titles. Group II, marginal, contained eleven, and Group III, non-literature, contained six. One significant conclusion was that fiction written especially for younger adolescents or read widely by them can exist as literature and therefore can be judged by literary standards.

129. Pfau, Donald Wright. "An Investigation of the Effects of Planned Recreational Reading Programs in First and Second Grade." State University of New York at Buffalo, 1966. University Microfilm No. 66-13,086. 223 pp.

Five first and second grade experimental classrooms were equipped with one-hundred controlled vocabulary trade books. In addition to the period of basal reading, approximately forty minutes daily were set aside for free-reading of the materials and for activities which encouraged written, oral, and creative involvement with the materials read. Five similar control groups pursued the program of basal reading typical of each teacher's usual pattern of instruction. The experimental group was significantly superior to the control group on a test of interest in reading. The experimental group was also significantly superior on vocabulary measures. On other achievement variables there was either no difference between groups or a significant interaction effect was found. No differences between groups was found for mean length of oral sentences; however, the mean length of written sentences was significantly greater for the experimental group than for the control group.

130. Pool, Jane. "The Selection of Science Books for Elementary School Libraries: An Analysis of Selection from National Selection Sources and from a Local Buying List." University of Illinois, Urbana, 1972. University Microfilm No. 73-17,366. 283 pp.

The study was carried out in twelve elementary school libraries. Six in District I used traditional book reviewing aids and selection sources and the other six (District II) used an annual buying list, compiled by district personnel, and an accompanying exhibit. No significant differences were found between the selection criteria, average number of selection aids per selector, and average number of selection activities reported per selector in the two school districts. A high correlation existed between the ranks assigned library activities by librarians in the twelve schools. With the exception of the recency of collections and the holding of titles recommended in fourth grade science textbooks and curriculum guides, the differences between the districts were slight. On the average, slightly more than 50 percent of the holdings of the twelve libraries were listed on a quality checklist composed of titles from basic selection lists. Data indicated that 1) the collections were, on the average, one year more recent in District II libraries, 2) titles on 1969 orders were more recent in District II orders, and 3) books were available four months sooner, on the average, in District I libraries. The data did not support the hypothesis that as selection procedures for elementary school libraries become less centralized and standardized, the quality of collections improves because librarians and teachers are more actively involved in selection.

131. Porter, Edith Jane. "The Effect of a Program of Reading Aloud to Middle Grade Children in the Inner City." Ohio State, 1969. University Microfilm No. 70-14, 084. 270 pp.

Subjects were elementary students from 42 classrooms in six innercity schools. Twenty-one classrooms in the experimental group were read to by

high school juniors twice a week for 20 weeks from a selected book list. The 21 high school readers attended a weekly seminar on campus to prepare them to use prose and poetry effectively. High school readers were given a diagnostic reading test before and after their classroom reading and they completed an attitude scale at the close of the project. Middle grade children in the experimental group increased in reading achievement and interest in reading, with more statistically significant scores made by fourth than by fifth or sixth graders. Differences between experimental and control groups were greater in comprehension and total reading than in vocabulary. When the groups were compared, differences were consistently greater for boys' scores than for girls' scores. Male readers were more influential than female readers in areas of reading achievement and interest in reading. Girls were generally more responsive to both male and female readers. The high school readers increased in reading achievement and in positive self-concept.

132. **Powell, Annelle.** "A Study of the Georgia Children's Book Award Program as a Factor in Influencing Attitude Toward Reading, Reading Achievement, and the Amount of Reading of Fourth, Fifth, and Sixth Grade Students." University of Georgia, 1972. University Microfilm No. 73-5701, 227 pp.

The sample, made up of students from three Georgia schools participating for the first time in the Third Annual Book Award Program (termed the experimental group), and students from three Georgia schools which had never participated in the Program (termed the control group), consisted of fourth, fifth, and sixth grade students. The Georgia Children's Book Award Program provides an opportunity for students in grades four through eight to read from a list of twenty nominated books of fiction and to vote for the nominee of their choice. Treatment was determined by whether or not the school had volunteered to participate in the program. Experimental and control groups did not differ significantly on measures of attitude toward reading and reading achievement. The experimental group read significantly more books than the control group when books completed were considered. Rural experimental subjects read more books partially and more books completely than rural control subjects, and innercity control subjects read more than innercity experimental subjects. Females read significantly more than males and rural subjects more than innercity subjects. Sixth grade students read the most books partially, while fourth grade students completed the most books. Fifth grade students read the fewest books. Rural subjects on each grade level read more than innercity subjects on those levels. In both experimental and control groups, attitude toward reading became significantly more negative during the school year.

133. **Preska, Margaret Robinson.** "Humanness in Soviet Children's Literature." Claremont Graduate School and University Center, 1969. University Microfilm No. 70-9833, 192 pp.

The purpose was to analyze humanness in contemporary Soviet storybooks for preschoolers. Humanness appeared as an essential aspect of Soviet storybooks. The education of the heart, an ability to empathize, and aspira-

tions for a good life were the elements of humanness receiving the most emphasis. Kindness, cruelty, wisdom, ignorance, imagination, humor, justice, wit, trickery, compassion, sudden violence, security, and love were clearly, but subtly, pictured. Hate, sustained violence, and mournful degradation were lacking. Didacticism was missing. Individuality and uniqueness generally were praised, especially when they permitted creative responses to threatening environmental conditions. Cooperativeness, when present, was also praised."

134. **Raftery, Sister Francis.** "The Effect of a Quality Literature Program Conducted by Elementary Education Majors on the Reading Achievement of Second Grade Students." New York University, 1974. University Microfilm No. 74-25,032. 161 pp.

The study examined three questions: Does the mode of presenting literature cause a measureable increase in the reading achievement of second grade children? Does the type of literature presented cause a measurable increase in the reading achievement of second grade children? Is there an interaction between the mode of presentation of the literature and the type of literature used in causing a measurable increase in the reading achievement of second grade children? Results revealed that the second grade children in the treatment group using oral reading from quality literature made nonsignificant increases in the area of reading achievement. Children who were read aloud to on a triweekly basis made significant gains in reading achievement when compared to the students in the control group. However, the type of literature used apparently was not related to achievement as measured by the Metropolitan Achievement Test in Reading.

135. **Rearick, William D.** "An Exploratory Study of Selected Responses of Sixth Graders to Personal Moral Responsibility as a Social Value in Short Stories." University of Washington, 1969. University Microfilm No. 70-8493.

Subjects were sixth grade children who scored above grade 4.7 on reading as measured by the Metropolitan Achievement Battery. Subjects read four short stories, which were selected so that two characters in each story depicted personal moral responsibility by positive, negative, or a change from negative to positive behavior. A significant (.05) percent of boys and girls identified a lesson in the behavior of a character. The percent of boys and girls who saw the same lesson as did adult judges was approximately the same percent that saw a different lesson. A significant (.05) percent of boys and girls supported personal moral responsibility as depicted by actions of story characters.

136. **Reinstein, Phyllis Gila.** "Alice in Context: A Study of Children's Literature and the Dominant Culture in the Eighteenth and Nineteenth Centuries." Yale University, 1972. University Microfilm No. 73-16, 383. 229 pp.

The study traces the development of juvenile literature from its inception in the late eighteenth century to the publication of *Alice in Wonderland* and *Through the Looking Glass*. Three classic novels were chosen for analysis because they represent subdivisions of children's literature, contain

themes and techniques significant in the evolution of writing for children, and are relevant to the *Alice* books. They are Thomas Day's *The History of Sandford and Merton* (1783-89), Catherine Sinclair's *Holiday House* (1839), and Frederick Marryat's *Masterman Ready* (1841). All three reflect the romantic attitude towards children which existed in Victorian popular culture. Finally, the two *Alice* books are analyzed with regard to the question, Is a young person a child or a miniature adult?

137. Roberts, Mary Marjorie Southard. "Understanding of Allusions Possessed by Ninth Grade Students." University of Missouri at Columbia, 1967. University Microfilm No. 68-3648. 101 pp.

The subjects, 270 ninth grade students, were tested to determine how well they comprehended the meanings of allusions in their required reading materials. Results were compared with other objective data from school records to discern the extent to which the factors of sex, scholastic aptitude, reading achievement, and total grade-point average were related to the understanding of allusions. Approximately one-half of the allusions used in these materials could be identified correctly by ninth grade students. No perceptible difference was apparent between boys and girls in their ability to attach meaning to allusions. Knowledge of ninth grade students about literary allusions was closely related to level of achievement in reading as well as scholastic aptitude and scholastic achievement.

138. Roderick, Jessie Alice. "Some Relations between Creativity and the Reading Preferences and Choices of a Group of Sixth Graders." Temple University, 1967. University Microfilm No. 67-11, 434. 264 pp.

Subjects were 100 sixth graders, divided into high, middle, and low creative groups on the basis of the Minnesota Tests of Creative Thinking. Each subject was made a member of a book club and, during a three-month period, read from a list of thirty titles. Twenty-five of the titles had been selected from books which children's librarians nominated as popular with sixth graders and five were chosen from among the best juvenile books of 1964 based on the New York Times Book Review. The students indicated their reactions to books in a log and each of the thirty titles was rated by a panel of authorities in children's literature in terms of the book's appeal to the most or least creative child. Content analysis of responses revealed that the children commented more on factors relating to the literary components and format while the judges spoke more of character, reader involvement, and external influences. High creatives commented more frequently about reader involvement and literary components and format than did the low. The high and the middle creatives liked and read more books than did the low creatives. Generally, differences in preferences for types of literature appeared to be related to sex but not to creativity. To some extent, book preferences of children tended to agree with authorities' predictions.

139. Row, Barbara Henderson. "Reading Interests of Elementary School Pupils in Selected Schools in Muscogee County, Georgia." Auburn University, 1968. University Microfilm No. 68-6202. 170 pp.

Subjects were 1,309 primary grade pupils, 1,360 intermediate grade pupils, and 89 teachers. Conferences, interviews, and questionnaires were given to each group. Primary teachers were better able to select areas of student reading interest than were intermediate teachers. There was a significant (.01) difference between reading interests at the various grade levels and between interests of boys and girls at each grade level. There was a significant (.01) difference between expressed reading interests of black and white pupils at each grade level except grade two. A wider range of interests was evident between boys and girls and between black and white pupils in the intermediate grades than in the primary grades. Primary pupils preferred mystery, adventure, and fantasy stories.

140. Sanders, Peter I. "An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to Selected Short Stories." Syracuse University, 1970. University Microfilm No. 71-10,975, 206 pp.

Subjects were four English teachers and their 94 ninth grade students. Students were randomly assigned to two experimental and two control classes. Eight short stories were read during three and one-half weeks. Instruction in accordance with prescribed strategy was provided in experimental classes for the first six stories read. The control classes received no instruction, but read the stories independently and in the same sequence as that followed by experimental classes. All students wrote free-response essays immediately following the reading or study of each story. Significant differences at the .01 level were found both in the quality and in the overall pattern of student responses when the protocols of all groups were compared for the six stories presented during the instructional period. Significant differences were also found with both measures of fluency. The experimental treatment was judged effective in teaching students how meaning evolves in literature.

141. Sauls, Charles Wade. "The Relationship of Selected Factors to the Recreational Reading of Sixth Grade Students." Louisiana State University and Agricultural and Mechanical College, 1971. University Microfilm No. 71-29,390, 126 pp.

Subjects were 868 members and 32 teachers of the sixth grade classes of twelve elementary schools. The pupils kept a record of their recreational reading during the fall semester of the 1970–1971 school year. Attitude scales and questionnaires were completed by teachers. Significant relationships were found between: 1) the pupil's score on the reading attitude scale and the number of books read by the pupil, 2) the pupil's reading comprehension level and the number of books read, 3) the mean number of books read by girls as compared to the mean number read by boys, and 4) home encouragement and the number of books read by pupils. There was no significant relationship between the teacher's score on the attitude scale and the mean number of books read by his pupils nor was there a significant difference in the mean number of books read by pupils when compared on the basis of the teacher's years of experience, amount of

education and preparation for teaching children's literature. There was a significant relationship between the teacher's score on the promotional practice checklist and the mean number of books read by pupils.

142 **Schulte, Emerita Schroer.** "The Independent Reading Interests of Children in Grades Four, Five, and Six." Ohio State, 1967. University Microfilm No. 68-3063.

Elementary schools in Delaware, Florida, Ohio, and Texas were chosen by random sampling. The sample numbered about 6,500 children and 250 teachers. Independent reading interests were identified from children's responses to an inventory composed of fictitious annotated titles covering fiction and nonfiction topics. Children and their teachers completed questionnaires concerning availability and use of school library facilities, public library facilities, instructional reading approach predominant in the classroom, and residential group membership of the children. The rank order of children's independent reading interests was realistic fiction, fanciful tales, historical fiction, biography, history, recreational interests, science and health, poetry, and social studies. There was an apparent decrease in independent reading interests from grades four to six. Boys were more interested in stories of action and adventure; girls in stories concerned with personal relations and problems. Independent reading interests were strongest for rural children and lowest for suburban children, perhaps reflecting differences in opportunities to participate in other activities. The instructional reading approach predominant in the classroom seemed to have little effect on independent reading interests. Children who had available centralized libraries were significantly more interested in reading independently than were children who had room libraries only. There was a significant relationship between high reading interest and high frequency of use of school library facilities but no identifiable pattern between children's independent reading interests and frequency of use of public library facilities.

143 **Seltzer, Mildred N.** "Changing Concept of and Attitude toward the Old as Found in Children's Literature, 1870-1960." Miami University, 1969. University Microfilm No. 71-4218. 251 pp.

Children's literature from four time periods following the Civil War was studied to note description and meanings of significant old and young characters and their activities, and attitudes toward the old or stereotypes about the young. Methodology included frequency count, modified content analysis, and a semantic differential. There was a decrease in relative frequency of "old" references over time. Descriptions of old and young characters differed significantly, but not consistently, within some time periods and over time. Descriptions associated with young and old differed from one another over time and within specific time periods.

144 **Shaw, Jean Duncan.** "An Historical Survey of Themes Recurrent in Selected Children's Books Published in America Since 1850." Temple University, 1966. University Microfilm No. 67-11,437.

Major themes in children's books published during the period from 1850-

1964 were categorized and events which might be considered as historical, social, or economic milestones during that period were identified. Themes from books and from historical events were compared to note congruence. Results indicated that a relationship existed between social, cultural, and economic influences and various story themes. "Search for Values" was popular during the periods 1850–1865, 1914–1919, and from 1936 to 1964. "Problems of Growing Up" was a popular theme from 1865–1905 and again during the early 1930s and after World War II. Books about Travel and Understanding People in Foreign Lands were most popular from 1918 until the early depression years. Lives of Heroes stories dominated pre-World War I years and remained strong until late in the 1950s. Fun and Fairy Tales reflected periods of prosperity, reaching popularity peaks around 1910, from 1917–1929, and from the 1950s to 1964. The Urge to Know was a popular theme around the turn of the century and again during World War II.

145. Shirley, Fehl. "The Influence of Reading on Concepts, Attitudes, and Behavior of Tenth, Eleventh, and Twelfth Grade Students." University of Arizona, 1966. University Microfilm No. 66-10,211. 238 pp.

A modified form of the critical incident technique was used with 420 tenth, eleventh, and twelfth graders to investigate influence of books on concepts, attitudes, and behavior of adolescents. Information was obtained about influences from voluntary and assigned reading of fiction and nonfiction. Adolescents were able to report influences of books on their concepts, attitudes, and behavior. In order of frequency mentioned, areas of their lives which were influenced were: self image, philosophy of life, cultural groups, social problems, sensitivity to people, political science, and miscellaneous. Students tended to report higher totals of influences from voluntary reading than from specifically assigned reading. There was no significant difference in the number of influences reported from fiction and nonfiction. More intelligent students and better readers reported higher totals of influences. Younger students in lower grades tended to report higher totals of influences. Seven dimensions of self-involvement were identified from analysis of reported influences: the indifferent, the observer, the partial participator, the intense participator, the self-image synthesizer, and the decision maker.

146. Shohet, Richard Matther. "Functions of Voice in Children's Literature." Harvard University, 1971. University Microfilm No. 72-297.

In his discussion, the writer states that the notion of voice as a narrative element seems to have grown out of the notion of point of view in fiction. There have been few attempts to apply literary criticism to books written for children and almost no attention given to use of authorial personality. It might be noted that, in Beatrix Potter's books, the storyteller functions mainly to convince the reader to suspend disbelief. This is often attempted by first-person "intrusions" into the third-person narrative. The storyteller urges the reader to consider the chance that the events and characters might have occurred. Such a "subjunctive" representation of reality characterizes *Wind in the Willows* by Kenneth Grahame and *Winnie-the-*

Pooh by A. A. Milne as well as most of Potter's books. It is evident in books such as *Charlotte's Web* and *The Trumpet of the Swan* by E. B. White and *Wind in the Willows* that the storyteller is the sophisticate demonstrating to the rustic (the child reader who has not grown up) that childhood is bearable and even worthy of sentimental nostalgia.

147 **Sieger, Frederick Joseph.** "Junior High School Literature Series Meeting Specific Educational Objectives." Hofstra University, 1971. University Microfilm No. 71-31,135. 205 pp.

Participants were the investigator, three judges, and two ninth grade classes of average ability. The study attempted to determine whether the students were capable of apprehending basic concepts, as a sense of responsibility, from literature selections. Findings suggested that literature has recognized educational values subject to evaluation by professional judges and ninth grade students of average ability using specific criteria. Students indicated that the structured approach helped them to understand the organization of the story and that the need to arrive at a specific decision caused more serious thought on their part. The judges and teachers who used the criteria in other classroom situations suggested that it would be wise to discuss with students any difference of opinion existing between teacher and student and between student and student.

148 **Simmons, Gertrude Langford.** "A Study of the Influence of Social Status and Race on the Reading Interests of Sixth Grade Pupils in Leon County, Florida." Florida State University, 1967. University Microfilm No. 68-7799. 127 pp.

There were twenty-five sixth grade subjects in each of four groups: lower-class black, lower-class white, middle-class white, and middle-class black. Reading interests were determined with a questionnaire consisting of titles and brief annotations of 21 pairs of children's books representing seven interest areas: everyday life and family stories; mystery and adventure; history and biography; other peoples and other lands; nature, animals and plants; science and invention; and folktales, fairytales, and fantasy. Lower-class whites expressed stronger likes and dislikes than any other group and lower-class black children showed the greatest diversity of interests. For all groups, science and invention had least appeal and folktales, fairytales, and fantasy had most appeal. All groups preferred fiction above nonfiction. Race accounted for more differences than social class.

149 **Sirota, Beverley S.** "The Effect of a Planned Literature Program of Daily Oral Reading by the Teacher on the Voluntary Reading of Fifth Grade Children." New York University, 1971. University Microfilm No. 71-28, 560. 156 pp.

The subjects were 275 fifth graders in the Union, New Jersey, elementary schools. Six classrooms were assigned as experimental classes and six as control classes. The students in the experimental classes were given a daily literature program in addition to their usual reading program. The literature program was a 20-30 minute oral reading by the teacher. The six control classes were given the usual reading program. All classes had

identical classroom libraries of 50 books each. The Ohio State University Critical Reading Test was given as a pretest and posttest measure of reading skill. The quantity of books read was directly related to students' initial skills. On the quality variable, students with low initial skills did as well as students with high initial skills. Students in the middle quartile did not score as well. Girls scored higher than boys on both quality and quantity. Girls in the experimental group read more selected and recommended books than girls in the control group. There was not as great a difference for boys. Experimental students with high initial skill read more quality books than did the high initial skill control subjects. The findings indicated that a planned literature program of oral reading by teachers can affect quantity and quality of voluntary reading.

150 Sizemore, Robert Alexander. The Reading Interests and Preferences of Deviates in Mental Ability and Educational Attainment in the Seventh and Eighth Grades. Northwestern University, 1962. University Microfilm No. 63-1369, 418 pp.

Book, newspaper, magazine, and comic book preferences of seventh and eighth grade students were investigated by questionnaire. In analyzing and interpreting responses according to comprehension and intelligence, groups were formed for each sex and grade, based upon scores obtained from the Iowa Test of Basic Skills and the Science Research Associates Test of Primary Mental Abilities. Results of the investigation were consistent with those reported in studies of unselected groups of junior high pupils. Although students gave an hour each day to reading, they gave seven hours daily to television. Televiewing, including movies, and listening to the radio were preferred to reading. Sex differences were important in determining reading preferences. Boys read a variety of materials, both fiction and nonfiction. Girls preferred fiction, particularly fiction involving romance. The most popular titles preferred by both boys and girls were series books. Most pupils read the newspapers and certain popular magazines. The most popular parts of the newspaper were the comic strips, sports, news, and lovelorn columns. Differences in interests and activities generally were greater between good and poor readers than between bright and dull pupils. The better readers and brighter pupils reported greater interest in reading as a leisure activity.

151 Sloan, Glenna Davis. The Practice of Literary Criticism in the Elementary School as Informed by the Literary and Educational Theory of Northrop Frye. Columbia University, 1972. University Microfilm No. 72-23,716, 311 pp.

The study contends that the study of literature as literature is rare in the elementary school and that the role of literature is generally interpreted according to its usefulness for achieving utilitarian ends. The study then describes Frye's theory, the nature of literature as a whole, the central role of literature in developing literacy, and the social value of literary studies. The study then makes some proposals for application of Frye's theory in the elementary school literature program with special attention to aspects of

literary criticism that may form the basis for more advanced study at the high school level.

152 Small, Robert Coleman, Jr. "An Analysis and Evaluation of Widely Read Junior Novels with Major Negro Characters." University of Virginia, 1970. University Microfilm No. 70-26,568, 395 pp.

Junior novels with major Negro characters that had been widely read by teenagers were selected as the books most worthy of study. Literary quality was examined by means of a list of critical questions based on an extensive review of critical writings about the novel. Novels were evaluated and rated on a scale of 1 to 5 for criteria grouped under seven headings: definition, unity, plot, characterization, dialogue, setting, and style. The examination revealed that quality varied from excellent to poor. Some of the novels are consistently excellent. If a genre can be judged by the best works within it, the junior novel with major Negro characters can be said to possess a very high degree of literary quality.

153 Solt, Marilyn J. "The Newbery Award: A Survey of Fifty Years of Newbery Winners and Honor Books." Bowling Green State University, 1973. University Microfilm No. 73-25,143, 249 pp.

Award books were surveyed to recognize literary qualities, to discern trends and changing patterns, and to perceive the influence of the books singled out as the best in American children's literature. The study revealed that books of historical fiction and fiction showing life in other lands predominated in the early decades, with a gradual progression toward realistic fiction set within the United States. Over the fifty years, settings became more functional and there was an increased emphasis on characterization and theme. Young Americans were protagonists more frequently in recent years and action shifted from the externally adventurous to the psychologically motivated.

154 Steiert, Katherine. "The Designing of an Inventory to Investigate Recreational Reading Interests of Pupils in Grades Five and Six." Kent State University, 1966. University Microfilm No. 67-9432.

Subjects were 285 fifth and sixth grade students. Individual records of books read and book topics were kept for two weeks by the students. Interest categories were tabulated and used as the basis for categories of titles included in a preliminary form of an annotated titles inventory (ATI) consisting of 80 annotated titles representing fiction and nonfiction categories. The final form of the ATI was administered to 450 subjects from two elementary schools. Girls read more books than boys. Girls chose fiction (405) versus nonfiction (153) and boys chose nonfiction (244) versus fiction (295). The contemporary title, based on current TV programs, was the most popular nonfiction title for both boys and girls. The author concluded that the procedural steps used to design the inventory would be applicable for use with subjects at other grade levels.

155. **Stein, Ruth Meyerson.** "A Method of Studying Children's Literature of a Foreign Country Using the Children's Literature of Israel as the Case Study." University of Minnesota, 1970. University Microfilm No. 70-27, 169-205 pp.

The study focused on development, use, and evaluation of a method of investigating children's literature in a foreign country. A questionnaire was prepared, serving as a statement of objectives. It covered three general areas: books comprising the literature, availability of books, and specialists in the field. In order to obtain information, conferences were arranged with a large number of people, including an art curator, publishers, a school principal, librarians, college lecturers, school teachers, book reviewers, children's authors, community representatives, and members of the Ministry of Education and Culture. The case work approach was effective in studying children's literature in another country.

156. **Strickland, Dorothy Salley.** "The Effects of a Special Literature Program on the Oral Language Expansion of Linguistically Different, Negro, Kindergarten Children." New York University, 1971. University Microfilm No. 71-24,816, 127 pp.

Subjects were children randomly selected from eight kindergarten classes in two lower socioeconomic areas. At the end of the study, there were 45 children in the experimental group and 49 children in the control group. Each classroom was provided with 50 children's books of literary merit endorsed by authorities in the field. All teachers attended workshops related to children's literature. Experimental teachers were given additional training in specific techniques for reading aloud. All teachers were given handbooks with suggestions for types of activities they were to conduct. A pretest and posttest for determining language proficiency was administered to all students and The New York City Prereading Assessment was administered in May. Analysis of language proficiency, using pretest scores as a covariate, revealed a significant F ratio on posttests favoring the experimental group. It was significant beyond the .01 level. Scores on the prereading assessment were not significantly different for the two groups.

157. **Tauran, Rouland Herman.** "The Influences of Reading on the Attitudes of Third Graders toward Eskimos." University of Maryland, 1967. University Microfilm No. 68-7038, 94 pp.

Third grade children in eight classes were randomly assigned to experimental and control groups. Most were Caucasian middle class. A scale to test the attitudes of third graders toward Eskimos was constructed and administered to four groups as a pretest and to all groups as a posttest. Stories and articles about Eskimos were selected and prepared in mimeographed form for use in the treatment groups. Material portraying Eskimos unfavorably was prepared by the experimenter. The results indicated that the racial ideas of third grade children can be influenced in the positive or negative direction depending upon the kind of reading material presented. They further show that it is possible to strengthen an initial posi-

tive attitude in children in such a way that they will be able to resist unfavorable information.

158. **Taylor, M. Ione.** "A Study of Biography as a Literary Form for Children." Indiana University, 1970. University Microfilm No. 71-11,353. 119 pp.

The writer assembled a list of characteristics of writing for children, reviewed the growth of biography as a literary form, and noted the difference between biography written for the child audience and that intended for adults. Qualities were found in award winning biographies that made them distinguished as literature for children. Didacticism was gradually eliminated as appeal to children's imagination, realism, and humor found a place in writing for children. Juvenile biographies must primarily be interesting, have characters with whom children can identify, be developed around a rather simple plot, possess authenticity, realism and humor, and plainly exhibit values of right and wrong. Writers of children's literature intend to form attitudes, are careful to use appropriate style, and employ significant themes and convincing characterization.

159. **Thompson, Richard Frank.** "The Effects of Explanation and Practice in Interpreting Literary Devices on Ninth Grade Students' Ability to Interpret Literature." University of Virginia, 1972. University Microfilm No. 72-23,451. 107 pp.

A sample of seventy-two ninth grade students was chosen randomly from four classes. On the basis of pretest scores on "Ability to Interpret Literary Materials," students were ranked, matched, assigned to an ability level, and randomly assigned to the experimental or control group. Two teachers and the experimenter taught a class of experimental students and the control class for six weeks. Control instruction consisted of class discussions on themes common to nine short stories and one novel. The experimental method involved control instruction plus explanation and writing practice exercises in interpreting the literary devices of plot, character, theme, figurative language, and tone. Students in both groups read the same material. To determine the effectiveness of the experimental instruction, the posttest scores were compared for the two groups. Students in the experimental group did not interpret literature significantly better than students who were in the control group. It was found that the superior teacher had more effect on improving ability to interpret literature than either of the instructional methods since students in her instructional groups significantly outscored others no matter which instructional method she used.

160. **Tom, Chow Loy.** "What Teachers Read to Pupils in the Middle Grades." Ohio State University, 1969. University Microfilm No. 69-15,971. 305 pp.

Questionnaires were sent to 1,020 teachers in five states. Results indicated that a large proportion of teachers value reading aloud to their pupils. The prose and poetry choices of men and women teachers vary little. More fiction than nonfiction is read aloud and the fiction read is of higher quality. Reading choices depend on what is easily available in textbooks and the

school library. The author concluded that teachers need to know more about children's books and poetry, especially contemporary materials.

161 **Toothaker, Roy Eugene.** "Rhetorical Devices in Literature for Children." University of Arkansas, 1970. University Microfilm No. 70-17,177. 115 pp.

The purpose of the study was to determine the incidence, extent, order, and character of 18 rhetorical devices occurring in 100 trade books for primary grade children. The most frequent rhetorical devices and the total number of uses recorded for each device were: alliteration, 1,079; onomatopoeia, 500; antithesis, 335; simile, 261; personification, 321; and ellipsis, 219. Devices of sound ranked first in frequency of use; devices of comparison, second; devices of composition, third; devices of contrast, fourth; and devices of association, fifth. It was found that books are available on the primary grade level which can be used in classrooms to teach recognition and appreciation of certain devices and that even short passages written for young readers often use rhetorical devices which clarify a thought and render prose more attractive.

162 **Trezise, Marilyn Joan.** "A Study of the Feasibility of Using Instructional Modules in a Children's Literature Class." Michigan State University, 1972. University Microfilm No. 72-30,055. 167 pp.

The subjects were thirty-three undergraduate students from Michigan State University enrolled in a three-month children's literature course. The course was developed on the assumptions that 1) individual differences would be accommodated; 2) multimedia approaches were appropriate and would provide for individual differences; 3) students would respond as individuals to what they read and experienced; 4) students would be involved in evaluation procedures; and 5) student interaction would be important for development of ideas. Results indicated positive attitudes toward the use of modules and the open classroom approach. It was concluded that students acquired a substantial amount of factual, specific information about children's literature and that the combination of an open classroom and instructional module approach should be considered for instruction in children's literature.

163 **Troy, Alice Anne.** "The Indian in Adolescent Literature: 1930-1940 vs. 1960-1970." University of Iowa, 1972. University Microfilm No. 73-13, 6000. 399 pp.

Books representing the 1930-1940 publications were chosen from books recommended from more than five sources. Books representing the 1960-1970 publications were chosen from books recommended from at least three sources. Analysis was based on the amount and kind of information about American Indians that could be gained by adolescents reading the books. It was found that the 1960 books present Indians of the past as frequently as the 1930 books and the stereotype of the American Indian has remained relatively stable over that period of time. The majority of the novels present Indians in dress, economy, housing, and customs of a time other than the contemporary period. The present stereotype of the Indian

does not greatly reflect the changed relationship of Indians with whites nor the vast changes in the cultures of American Indians.

164 **Ulibarri, Madeline Ruth**. "The Socialization Process, Role Theory, and a Teaching Taxonomy: An Application to Children's Literature." University of New Mexico, 1970. University Microfilm No. 71-9324, 248 pp.

The study examines the socialization process with regard to how each generation is acculturated. The schools are shown to be prime socialization agents second only to family. Therefore, children's literature was selected as a tool available in classrooms. The child interacts with the various aspects of the book and strengthens previously held concepts as to how a particular role should be played as well as sociocultural approval or disapproval. As a result, it is anticipated that the child will strengthen previously held concepts as to how a particular role should be played, modify his cognitive-cathetic-values awareness of a particular role, or completely reject the method of role playing offered in the story.

165 **Veley, Charles Ronald**. "Literature and the Emotions: A Psychology of Literary Response." Pennsylvania State University, 1970. University Microfilm No. 72-17, 693, 384 pp.

The work is directed toward three questions: Why is there more pleasure in reading good art than in reading bad art? What can a good work of literature do to people? What happens in their minds? The data come from discussions with 180 faculty members of English departments at nine colleges. Each faculty member was asked to name one article of literary criticism which had most enhanced his "literary" experience of a single work. Study of fifty-four articles named provided the base for a theory of literary response which proposes that successful encounters with verbal art take place in combinations of two groups of activities. In the first, the reader is passive, involved in the "world" of the work, viewing its events and images through what he thinks is the artist's or speaker's perspective. He responds emotionally to this involvement with a "primary" emotion. Then, in combinations of the second group of activities, the reader becomes more active and changes his earlier point of view in any of six different ways. As his point of view changes, so do his emotions. They become refined into pleasurable "secondary" feelings.

166 **Wagner, Ruth Elaine Hoffman**. "An Experimental Study of the Effects of a Program of Oral Reading of Children's Literature about Negroes on the Self-Concept of Negro Fourth Grade Children." University of Tennessee, 1971. University Microfilm No. 72-5496, 104 pp.

Subjects were 69 black fourth grade students divided equally into an experimental group, a control group, and a placebo control group. For 36 sessions of thirty minutes each, the experimental group was exposed to literature with black characters. The placebo control group heard literature without black characters and the control group heard no oral reading of literature. The experimental group had lower self-concept scores on the Piers-Harris test at the end of the experimental period, but scores for the

same group were significantly higher on Children's Self-Concept Constructs Test on items dealing with vertical esteem, horizontal esteem, and identification with mother and friends. All groups on posttest showed less complexity, individuation, and identification with the teacher at the end of the experimental period and greater identification with father. Children in the experimental group used brown less frequently as skin color in self-drawings at the end of the experimental period than on the first drawings.

167. **Walker, Patricia.** "The Effects of Hearing Selected Children's Stories That Portray Blacks in a Favorable Manner on the Racial Attitudes of Groups of Black and White Kindergarten Children." University of Kentucky, 1972. University Microfilm No. 72-9425. 110 pp.

Subjects were four uniracial kindergarten groups. Forty-five of the children were black and forty white. The Preschool Racial Attitude Scale was administered to each student prior to the experimental procedure and again six weeks later, at the end of the treatment. The experimental groups were one black and one white kindergarten group. The other two groups served as controls. Thirty-five stories were read to the experimental groups over a period of six weeks, one or two stories a day. Control groups heard informational books or animal stories. Black subjects evaluated pictures of white figures on the measuring instrument positively and pictures of black figures negatively. White subjects evaluated white figures positively and black figures negatively. White kindergarten subjects were more white group oriented and biased toward blacks than were black subjects. The test of significance of the effect of stories on racial attitudes was not significant. The writer concluded that apparently hearing stories is not a sufficient method by itself to modify negative attitudes.

168. **Warthman, John Burns.** "A Study of Picture Preferences of Caldecott Award Winners and Runners-up by Fourth, Fifth, and Sixth Grade Children of Selected Schools." University of Southern Mississippi, 1970. University Microfilm No. 71-13,589.

Subjects were 582 children in grades four, five, and six. The 28 books selected for use in the study received the Caldecott Award in 1938 and every fifth year thereafter. Two illustrations were randomly selected to represent each Award and Honor book. Children indicated their first, second, and third choices for each set of illustrations in each group of books and books were ranked according to the children's choices. For two of the seven years sampled, children did select the Award book. For the five years that children did not select the Award book, there was a significant difference between children's first place choice and children's selection of the award winning book. It was found that grade placement, sex, race, or reading levels of children did not tend to influence their selection of the Caldecott Award book and runners-up.

169. **White, Mary Lou Usery.** "Structural Analysis of Children's Literature: Picture Storybooks." Ohio State University, 1972. University Microfilm No. 72-27,136.

One hundred books designated as picture storybooks were analyzed to determine whether certain actions or events could be identified as constants in the books, whether the actions would be limited in number, whether the actions would arrange themselves in sequence, whether the structural features could provide a way to classify picture storybooks as a closed group within literature, and whether the structural features could be used to identify subgroups within the picture storybook classification. Analysis of the books revealed twenty-eight actions which were categorized as aspiration, travel, quest, information, deed, and goal. No ordered sequence of actions was identified and it was concluded that picture storybooks cannot be classified as a closed group within literature.

170. **Wiggins, Rudolph Valentino.** "A Comparison of Children's Interest in and Attitude towards Reading Materials Written in Standard and Black English Forms." Ohio State University, 1971. University Microfilm No. 72-4690. 135 pp.

Subjects were 224 third and fourth graders from two predominantly black elementary schools. Four children's books were rewritten using a language model based on speech of some black children in New York City, Washington, D.C., and Detroit. The standard English versions of the books were taped and played one at a time to 114 children in their classrooms. The black English versions were taped and played to another 110 children. After each story was played, children indicated interest and attitudes on a semantic differential instrument. There was an indication that third and fourth graders are significantly more interested in standard English material than black English material. The third and fourth graders had significantly more positive attitudes toward standard English versions than toward black English versions. The differences in attitudes toward black and standard English reading materials were not significantly affected by sex, grade level, or age.

171. **Wilcox, Leah Margaret.** "Choosing Literature for Young Children." University of Southern California, 1971. University Microfilm No. 72-11, 967. 280 pp.

From a review of the writings of twelve authorities, a listing of criteria for good literature for early childhood was made. These criteria, listed in descending order of importance according to number of times mentioned, formed the basis of a questionnaire sent to directors of Head Start programs in order to determine whether the academicians and the educators considered the same standards of excellence to be important. The experts reached basic agreement on many aspects of what constitutes good literature for children. In seventeen of the twenty-eight items on the questionnaire, there was a significant difference in the responses of academicians and educators. The academicians strongly advocated criteria that stressed literary qualities of books. They opposed didacticism in literature but were concerned about expanding children's interests and giving them opportunities to respond to varied art media. The educators (directors) stressed criteria in choice of books of information. Only one-third of them opposed didacticism in literature. They strongly supported any criterion that en-

couraged reading readiness. Many were not concerned that some books seem to patronize children and only 64 percent felt that children's literature must fulfill standards of excellence in writing.

172 **Wilkens, Lea-Ruth C.** "Walter Crane—and the Reform of the German Picture Book 1865-1914." University of Pittsburgh, 1973. University Microfilm No. 74-1452. 138 pp.

The study investigated the influence that Walter Crane had on the reform of the German colored picture book. It was found that Crane's work was the catalyst in the development of a model for the creation of a picture book of aesthetic quality. This model was developed by the German teacher organizations who sponsored two major picture book exhibits in which most of Crane's picture books were on display. Crane's influence on the reform of the German picture book is evidenced primarily in the aesthetic makeup of the entire book and not necessarily in the artistic style used by the artist.

173 **Winsor, George Eugene.** "The Self-Other Concept as Revealed through an Analysis of a Selected List of Children's Books." Michigan State University, 1965. University Microfilm No. 65-14,292.

Fifty books dealing with American children were chosen from the 1961 Children's Catalogue. The books were analyzed to determine the presence of four self-other concepts. Analysis did not reveal a concern with physical status and personal style. The analysis of content did show a concern for interpersonal relationships and a realization that aspiration is an essential part of the self-other concept. In almost all cases, the leading character in a story makes an effort to adhere to standards of family affection, kindness, honesty, cooperation, pride in country, responsibility, courage, and kindness to animals. Relationships among peers and between parents and children were revealed.

174 **Woodyard, Mary Ann.** "The Effects of Teaching Black Literature to a Ninth Grade Class in a Negro High School in Picayune, Mississippi." University of Tennessee, 1970. University Microfilm No. 71-17,786. 109 pp.

Subjects were students in two ninth grade literature classes with 30 students each. One of the classes was taught material from the state adopted text, the other was taught a collection of black literature. The conclusions were: 1) the kind of reading ability measured by achievement tests is not greatly increased or retarded by studying black literature instead of the state text, 2) the self-concept or self-esteem of black students may be enhanced by studying black literature, and 3) textbook publishers would be justified in giving wider recognition to black writers and material about blacks.

175 **Worley, Stinson Ezell.** "The Relationship between Developmental Task Situations and Children's Interests in Stories." North Texas State College, 1961. University Microfilm No. 61-6208. 188 pp.

The study's three subproblems were to determine the developmental value of certain stories found in the textbook readers, to determine the general

and expressed interests of children in stories, and to compare the general and expressed interests of the children in the stories with the developmental value of the stories. It was found that the stories appeared to concentrate on situations thought by adults to be important for children. They reflected middle-class attitudes toward the development of independence, honesty, loyalty, affection for adults, bravery, courage, and leadership. The importance of the male role was strongly emphasized to the extent that girl readers may be lacking an opportunity to identify with appropriate feminine roles. Factors other than developmental value determine the general reading interest of middle-grade children in stories. However, when children stated what incident they liked best in a story, they preferred story situations in which characters were solving developmental tasks. Responses of sex groups and reading ability groups were not significantly different.

176. Zais, Robert Stanley. "The Sophistication of Reading Interests as Related to Selected Personality Factors and Certain Other Characteristics of High School Students." University of Connecticut, 1968. University Microfilm No. 69-2199.

A scale was developed to measure sophistication of reading interests and a standardized test was used to measure personality factors. Students in grades nine through twelve served as subjects. When considered in combination, personality variables were not significantly related to sophistication of reading interests, but sex, age, IQ, and reading achievement were. When personality factors were considered singly, benevolence was related to sophistication of reading interests for the total population and conformity was significantly related for the male population. Sex, IQ, and reading achievement, considered singly, were significantly related but age was not. The correlation of a single factor or combination of factors with the sophistication of reading interests was not high enough, however, to be useful in predicting the level of sophistication.

177. Ziegler, Carlos Ray. "The Image of the Physically Handicapped in Children's Literature." Temple University, 1971. University Microfilm No. 71-26,537.

Forty-seven children's fictional books from 1940-1969 were selected for analysis. Each book had at least one physically handicapped character. Children's fictional books on the physically handicapped appear to reflect physically handicapped children achieving greater independence from adults. When there are physically handicapped adults, children seem to be more involved in giving directions to the adults. The books show increased affection between children and handicapped children of elementary school age. When comparisons are made between books of the earliest period and those of later periods, the children's books also reflect increasingly honest criticism by other children of the handicapped child's behavior. The books reflecting a specific type of physical handicap are increasingly diverse and appear to show a more realistic society than earlier books showed.

Part 2

JOURNAL ARTICLES

This section contains a bibliography of reports of research in children's literature published in journals from 1965-1974. Journal reports of doctoral dissertations are not included here. Part 1 gives the reference to each original doctoral study and provides an abstract of the study. The journals listed in this section should be available in any sizable college library or research collection.

178. **Aaron, Ira E.**, et al. "Reading Achievement in a Summer Reading Program." *Elementary English*, 44 (December 1967), 875-877.

179. **Abel, Midge B.** "American Indian Life as Portrayed in Children's Literature." *Elementary English*, 50 (February 1973), 202-208.

180. **Algra, CeCelia**, and **James Fillbrandt**. "Book Selection Patterns Among High School Students." *Journal of Reading*, 14 (December 1970), 157-162.

181. **Andresen, Oliver**. "The Significance of Profundity in Literary Appreciation." *Reading Research Quarterly*, 5 (Fall 1969), 100-119.

182. **Antley, Elizabeth Martin**, and **Ann L. Fluitt**. "Socioeconomic Differences in Reading Interests." in J. Allen Figurel (Ed.), *Vistas in Reading*, 1966 Proceedings, Volume 11, Part 1. Newark, Delaware: International Reading Association, 1967, 342-345.

183. **Ashley, L. F.** "Children's Reading Interests and Individualized Reading." *Elementary English*, 47 (December 1970), 1088-1096.

184. **Ashley, L. F.** "Curio is Company: Some Juvenile Heroes, 1840-1940." *Elementary English*, 47 (March 1970), 356-360.

185. **Barrett, C. Patricia**, and **G. V. Barrett**. "Enjoyment of Stories in Terms of Role Identification." *Perceptual and Motor Skills*, 23 (1966), 1164.

186. **Barrilleaux, Louis E.** "Textbook and Library Usage in Junior High Science." *Journal of Reading*, 11 (December 1967), 192-200.

187. **Bateman, Robin**. "Children and Humorous Literature." *School Librarian*, 15 (July 1967), 153-156.

188. **Beaven, Mary H.** "Responses of Adolescents to Feminine Characters in Literature." *Research in the Teaching of English*, 6 (Spring 1972), 48-68.

189. **Blatt, Gloria T.** "Mexican-Americans in Children's Literature." *Elementary English*, 45 (April 1968), 446-451.

190. **Blount, Nathan S.** "The Effect of Selected Junior Novels and Selected Adult Novels on Student Attitudes toward the 'Ideal' Novel," *Journal of Educational Research*, 59 (December 1965), 179-182.

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Part 3

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- Dissertations not within the scope of this bibliography but of potential interest because of the design or hypothesis of the dissertation. The University Microfilm number is included for such dissertations.
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Part 4

INDEX

This index is designed to help readers locate studies according to information about characteristics of subjects, instruments used, and general content. Each entry in the bibliography is numbered and those numbers are used in the index. The terms used in the index indicate major focuses of the studies in relation to hypotheses, sample groups, content, research designs, and research instruments. When more than one term may be used to describe a characteristic of a study, please consult all appropriate terms within the index.

Activity Preference Scale 326
adolescent literature 49, 109, 128, 163
adolescents as research subjects 3, 12, 23, 40, 42, 46, 51, 54, 56, 57, 58, 65, 76, 114, 137, 140, 150, 159, 174, 176, 180, 186, 188, 190, 191, 203, 204, 211, 230, 249, 252, 259, 261, 269, 271, 272, 277, 278, 285, 286, 289, 300, 313, 314, 316, 318, 319, 320, 322, 323
aggressive content in comic books 191
allusions in literature 137, 259
American Indian children 8
American Indians as portrayed in literature 62, 122, 163, 179, 208, 212
American war ie involvement portrayed in fict on 107
Amish children 22
annotated titles 27, 154
Annotated Titles Inventory 154
Ashner-Gallagher System for Classifying Thought Processes in the Context of Classroom Verbal Interaction 74
attitude change through reading 76
attitude scale 203
attitudes influenced by reading 145
attitudes toward American Indians 62
attitudes toward Eskimos 157
attitudes toward libraries 52, 86
attitudes toward nonstandard dialect speakers 127
attitudes toward reading 88, 178, 217, 237, 326
attitudes toward reading materials 170, 190, 203
attitudes toward the elderly 143
audiotapes of stories 40, 90, 271
Australia 209
authorities' predictions of children's book preferences 260
authors' biographies 286
authors of children's books 258
authors' race as influence on judgment of poetry 114

basal reading texts 20, 175, 246, 267, 282
behavior influenced by reading 145
Belgium, literature instruction in 322
Berelson and Salter technique 212
bibliotherapy 2, 103, 113
bilingual Spanish-English students 58
biography 5, 158, 179, 325
black Americans as portrayed in fiction 1, 63, 120, 152, 166, 195, 212, 225
black characters' effect on readers 97
black children as research subjects 8, 23, 62, 69, 88, 89, 105, 112, 114, 156, 166, 167, 182, 210, 223, 227, 262
black English version of stories 112, 170
black ghetto life portrayed in literature 19

black literature 174, 289, 324
black writers 49, 114
Bobbsey Twins 195
Bogardus Social Distance Scale 76
book characters 125
book choices 67, 98, 100, 102
book choices, motivations for 98
book reports 243, 263
book reviews 44, 68, 130, 264, 291, 330
book selection for culturally disadvantaged 12
book selection tools 66, 130, 234, 264, 276, 330
British children 17
Burke's Order and the Narrative 72

Caldecott Award Books 53, 111, 168, 229, 251, 273, 274, 279, 281
Caldecott, Randolph 305
California Achievement Test 104
California Test of Personality 2, 113
Canadian children 96
casework approach 155
character analysis 212, 276
characterization 53, 280, 282
characters, admiration of 188
characters, identification with 188
child image in literature 14
childlike spirit in poems 10
children's book publishing 221
Children's Catalogue 234
children's librarians 209
children's literature in Israel 155
Children's Self-concept Constructs Test 166
Chile, literature instruction in 322
Chinese-American children 227
Chinese Americans in children's books 120, 212
Chinese literature for children 308
city in children's fiction 302
classics 68, 136
cloze test 118
cluster analysis 219
college courses in children's literature 64, 73, 162
college students as research subjects 73, 218, 316
comic books 191
comparative studies 22, 46, 116, 206, 213, 222, 223, 246, 249, 250, 260, 266, 272, 309, 322, 331
comprehension of passages written in nonstandard dialect 127
competency based teacher education 73
computer analysis 201
concepts influenced by reading 145
conferences with children 240
contemporary setting, United States 271
content analysis studies 1, 9, 11, 13, 14, 15, 17, 18, 19, 26, 30, 31, 33, 34, 44, 45, 49, 50, 53, 59, 63, 66, 68, 70, 71, 75, 81, 83, 87, 91, 93, 107, 109, 111, 115, 120, 122, 123, 143, 144, 163, 169, 173, 175, 177, 179, 189, 193, 195, 198, 199, 201, 208, 212, 214, 220, 225, 229, 231, 238, 239, 247, 251, 264, 267, 268, 269, 273, 274, 275, 276, 279, 280, 281, 282, 309
controlled vocabulary tradebooks 129
controversial children's books 303
core library list 79
correlational studies 4, 7, 69
Crane, Walter 172, 305
creative excellence 219
creativity 69, 110, 259
creativity related to reading preferences 138
criteria for evaluating literature about blacks 189
criteria for selecting books 13, 128, 130, 171
criteria for using trade books 136
critical incident technique 145
cross-national study 322
culturally disadvantaged 12, 38, 242, 290
cultural problems 263

Dale-Chall Readability Formula 12
democratic values in realistic fiction 107
detective fiction 321
developmental task situations in literature 175
dialect 112, 127
disadvantaged children 16
discussion of literature 62, 74, 104
doctoral research on literature for children and adolescents 311
doctoral research on the teaching of literature 293, 311
dogmatism 46

early childhood children's literature 171
easy books 18
effect of reading 191
emotional response to literature 56, 165
England, literature instruction in 322
Eskimos in literature 157
ethical thought-units in literature 18
ethnic characterization in literature 53, 71
ethnic prejudice 25
evaluation of library material 214
events in picture storybooks 169
experimental studies 2, 3, 5, 6, 16, 17, 21, 23, 25, 27, 28, 32, 38, 40, 41, 47, 54, 58, 61, 62, 64, 65, 67, 74, 76, 78, 80, 85, 88, 90, 96, 97, 99, 101, 103, 104, 110, 112, 113, 117, 118, 119, 121, 127, 129, 131, 134, 135, 140, 147, 149, 156, 157, 159, 166, 167, 170, 174, 185, 186, 190, 207, 211, 223, 237, 241, 248, 254, 259, 262, 271, 277
Explorer's Book Club 138

fable 177
factors influencing book selection 124
fairy tales 235
family relationships 239
family representation in literature 11, 123
fantasy 47, 219, 309
favorite authors 296
favorite book characters 125
favorite books 98, 192
female characters 188, 231, 235, 251, 268, 274, 276, 279, 281
female roles in children's literature 11, 81, 235, 239, 251, 268, 274, 276, 279, 281, 287
fiction 1, 11, 18, 26, 33, 75, 92, 108, 132, 177, 179, 193, 195, 198, 212, 223, 234, 247, 264, 265, 273, 287
fictitious, annotated titles 142
fifth grade children as research subjects 4, 8, 15, 25, 27, 28, 32, 35, 48, 51, 52, 62, 67, 89, 96, 97, 98, 106, 115, 116, 117, 119, 132, 149, 154, 168, 175, 183, 203, 215, 222, 223, 227, 232, 242, 246, 256, 331
figurative language used by children 85
films 101
Finland, literature instruction in 322
first grade children as research subjects 6, 17, 41, 61, 80, 104, 110, 129, 178, 196, 211, 240, 241, 250, 254, 262
Flesch Readability Formula 270
folklore 304, 324
folktales 112, 310
fourth grade children as research subjects 4, 7, 28, 48, 69, 88, 89, 102, 106, 115, 124, 125, 132, 166, 168, 170, 183, 185, 194, 209, 215, 223, 232, 237, 242, 256, 331
fragmentation in literature analyzed 43

Galvanic Skin Response 25
Gates-McGinitie Reading Tests 4, 69
Georgia Children's Book Award 132
German picture books 172
gifted children 32
Great Britain 187, 220, 270, 309
Greek myths 39
Greenaway, Kate 305
Guilford's Structure of the Intellect 74

heroic characters 184
high frequency words in trade books 201
Hinckley Scale of Attitudes toward Negroes 76
historical development of literature for children 136, 294
historical events influencing literature 108, 144, 265
historical fiction 17
historical research 172, 184, 205
home interviews 248
home literary environment 219, 249
humanness in Soviet children's literature 133
human values in science fiction 70
humor in children's literature 13, 119, 187, 306

Illinois Test of Psycholinguistic Abilities 6
illustrators of children's books 305
impressionistic effect in illustrations 274
indicators of interest 95
individualized reading 79, 314
inferences drawn from literature 28
Informal Reading Inventory 326

92

innercity children as research subjects 17, 69, 89, 102, 131, 204, 210, 222, 223
inspiration from reading 263
instructional modules 162
instructional procedures college level 64
intelligence and attitudes toward literature 203
interaction between child and adult 14
interest in literature 116
interest in reading 95, 129, 131, 170, 209
interest inventory 142
interest patterns 60
intermediate grade children as research subjects 24, 131, 213, 252, 319, 320
international understanding through literature 82
interpersonal relationships 83
interpretation of literature 5, 140, 159, 281
interpretive response scales 4
interviews 3, 12, 130, 220, 243, 244, 254, 288, 326
Iowa Tests of Basic Skills 150
Iran, literature instruction in 322
Israel 155
Italy, literature instruction in 322

Japan as portrayed in literature 18, 193, 301
Japanese Americans in children's books 120, 212
Japanese children's books 307
Jewish culture portrayed in fiction 198
judgment of prose quality 56
Junior Great Books Program 32
junior novels 19, 37, 152, 190, 199, 239

Katz and Braly List of Verbal Stereotypes 212
kindergarten children as research subjects 61, 100, 156, 167, 241, 284
Kluckhohn's Values Orientation 50
Korea 294
Kuhlman-Anderson Intelligence Test 103

language ability influenced by literature 5, 156
language ability influenced by oral reading 290
language arts program 241
leisure as represented in children's books 93
leisure time activities 22, 227, 296
librarians 88, 98, 226
librarians' choices of popular books 201
library book reading 98
library books 20, 186, 206, 209, 215, 246, 249, 253, 256, 282, 283
library centered programs 21
library effect on interests 142
library resources 6, 126, 130, 209, 214, 232
library services to children 52, 86, 209, 257, 282, 297
library use 36, 52, 88, 186, 206, 246, 249, 254, 256, 266, 282, 283, 309
library users and nonusers 52, 309
Likert Scale 51
linguistic analysis 41, 59, 200, 229
Linguistic Structure Repetition Test 104
literary analysis studies 10, 37, 39, 43, 55, 72, 77, 92, 94, 108, 128, 133, 136, 146, 151, 152, 158, 161, 165
literary appreciation 73, 121, 286
literary criticism 151, 303, 329
literary devices 159, 277
literary elements 68, 111, 199, 280, 282, 309
literary models for written composition 117
literary quality 37, 153, 171, 264
literary skills of children 211
literary style 78, 211, 280
literature adapted for basal readers 269
literature anthologies 49, 50, 87, 315
literature curriculum 332
literature experience approach 241
literature instruction 21, 121, 216, 293
literature programs 38, 188, 285
literature series 147
Lorge Thorndike Intelligence Scale 138, 260
lyric literature 101

magazine choices 252
male characters 188, 231, 251, 274, 276, 279, 281

male roles in children's literature 11, 81, 239, 251, 274, 276, 279, 281
mass media's effect on reading interests 22
mass-produced fiction 34
matriarchal schema 219
media 59, 60
media preferences 60
methodological study 155
Metropolitan Achievement Test in Reading 134
Mexican-American children 8, 89, 223, 241
Mexican-Americans in children's books 120, 189
microfiche copies of trade books 88
Minnesota Tests of Creative Thinking 69, 110, 138, 260
mode of response 40
morphological analysis 50
mother's role in literature 239
Multiethnic Annotated Titles Inventory 8
multimedia presentation of literature 80
mythology 5, 39, 315

NCTE Cooperative Test of Critical Reading and Appreciation 9
Nancy Drew books 225
narrative literature 101
Negro image in literature 15, 18, 25, 26, 30, 325, 328
Newbery Award books 9, 35, 53, 68, 72, 75, 153, 226, 238, 273, 280, 281
New Zealand 296, 322
nonfiction 11, 44, 179, 247, 264, 291
nonstandard dialect in books 127
nonthreatening stories 284
Northrop Frye 151
Notable Books, ALA Children's Services Division 328
novels 37, 72, 190, 300

objectives for literature study 87
occupational interests 182
occupations portrayed in literature 214
Ohio Social Acceptance Scale 103
Ohio State University Critical Reading Test 149
old people in literature 143
oral language expansion through literature 61, 156
oral reading 47, 104
oral reading by college students 134
oral reading by high school students 131, 261
oral reading by parents at home 178, 248, 261, 290
oral reading by teacher 149, 156, 160, 166, 167, 222, 224

paired comparison, forced choice instrument 194
paperback books 27, 180, 237
parent questionnaire 249
parents 217, 248, 261
patriarchal schema 219
Peabody Picture Vocabulary Test 61, 104
periodicals 44, 92, 183, 218, 252, 295
personal development as treated in literature 75
personality factors as influencing sophistication of reading interests 176
personality improvement through bibliotherapy 103
personal problems 263
personal reaction to literature 51
personal responsibility 123, 135
personal values 108
physically handicapped as portrayed in literature 177
picture preferences 168
picture-stimulus test 47
picture storybooks 14, 15, 41, 59, 80, 169, 172, 179, 264
picture test of reading interests 210
Piers-Harris Self-Concept Test 166
Pintner-Cunningham Primary Ability Test 6
poetry 10, 24, 54, 57, 114, 236, 250, 255, 285, 286, 331
poetry choices 24, 255, 331
point of view in fiction 146
poor readers 178
population education 247
preference for tradebooks versus textbooks 215
preschool children as research subjects 90, 133, 244, 290
Preschool Racial Attitude Scale 167
presentation varied by time patterns 5

primary grade students as research subjects 139, 210, 221, 266
professional roles, sex of character 274
projective test 99
Projective Test of Attitudes 239
psychology of literary response 165
puberty 11
public library access 52, 256
public library users 20, 52
publishers of children's books 221
publishing trends 310
Puerto Rican Americans in children's books 120
Purves scheme of analysis 40, 46, 57

qualities of award-winning biographies 158
qualities of high interest books 269, 272, 282
qualities of literary excellence 128
quality of book reviews 45
quality of books selected by children 126, 253
quality of nonfiction 44
questionnaire 17, 20

race as an influence on reading interests 148
race of character as influence on literary response 23
racial attitudes 65, 112, 167, 289
racial bias 114
racial content as influence on reading interests 262
racial preferences 97, 262
racial prejudice 76
racial stereotyping 30, 122, 321
rating scale for content interest 228
readability 118, 226, 270, 323
reading achievement 38, 88, 104, 129, 134, 248
reading activities 129
reading age effect on reading interests 67, 194, 196, 213
Reading Attitude Index 132
reading comprehension 16, 35, 42, 69, 96, 203, 206, 211, 230
reading deficiencies 261
reading difficulty 84, 226, 326
reading guidance 209
reading habits 309
Reading Interest Form 234
Reading Interest Inventory 254
reading interests 7, 8, 12, 22, 27, 29, 48, 56, 60, 79, 84, 96, 105, 106, 124, 125, 126, 139, 142, 148, 150, 154, 182, 183, 196, 197, 202, 204, 233, 246, 253, 255, 269, 270, 272, 278, 283, 288, 292, 313, 318
reading interest sophistication 176
reading level 12, 35
reading motivation 299
reading preferences 89, 138, 150, 194, 223, 232, 242, 244, 260
reading tastes 115, 309
realism of story content 34
realistic effect in illustrations 274
realistic fiction 17, 31, 63, 83, 89, 93, 94, 107, 123, 309
reasons for book choices 98, 260
recreational reading 16, 125, 141, 154
recreational reading techniques 254
recreational roles, sex of character 274
regional traits related to children's reading 266
religion and religious education 123
religious characterization 321
Report of the National Advisory Committee on Civil Disorders 19
research on children's reading in Russia 245
response analysis 3
response to film 101
response to literary style 78
response to literature 23, 40, 46, 69, 101, 119, 140, 289, 300, 316, 317, 322, 323
response to pictures 41
response to poetry 57
response to short stories 40, 58
response to violence 17
rhetorical devices in children's literature 161
Rokeach Dogmatism Scale 46
role identification 185
Role Theory Model 164
Rosenzweig Personality-Frustration Study 103
rural children 331
rural life 155, 266, 273

SRA Test of Primary Mental Abilities 150

San Diego County Inventory of Reading Attitude 95
school libraries 52, 66, 86, 130, 321
school library materials 66, 71
school library users 52
science 186
science fiction 5, 70, 276
science trade books 130
second grade children as research subjects 29, 38, 47, 61, 104, 126, 134, 178, 240, 241, 250, 253
self-concept 65, 131, 166, 174, 223
self-other concept in literature 173
Self-Rating Personality Scale 103
semantic differential 9, 23, 170
series books 195, 225, 329
setting 280, 282
seventh grade children as research subjects 17, 67, 150, 203
sex and reproduction 11
sex differences in reading preferences 188, 194
sex of children's book authors 258
sex role interactions 279
sex role portrayal 229, 231, 235, 251, 287
sex role stereotyping 81, 276
sex-typed materials 96, 230
short stories 23, 40, 46, 58, 99, 135, 269, 272, 323
sight word vocabulary acquisition 80
sixth grade children as research subjects 5, 22, 28, 35, 78, 85, 89, 99, 102, 103, 105, 106, 113, 115, 116, 121, 125, 127, 132, 135, 141, 150, 154, 168, 175, 183, 197, 207, 211, 215, 222, 233, 234, 237, 256, 260, 331
slavery portrayed in literature 26
social attributes of characters 53
social gains through bibliotherapy 103
social issues 247
socialization through children's literature 164
social-personal values 34
social problems 263
social schemas 231
social status as an influence on reading interests 148
social studies materials 44
social studies themes in Award books 9
socialverses 31, 33, 50, 108, 135
socioeconomic level influence on reading interests 7
Soviet storybooks 133
Spache and Taylor Reading Inventory 7
Spanish speaking Americans as portrayed in literature 212
Squire scheme for analyzing response to literature 58, 101
stereotypes 212
storytelling 6, 111
structural features of picture storybooks 169
structured teaching 121
student-led discussions 74
student teacher judgment of children's poetry preferences 250
student teachers 86, 216
stylistic elements in literature 118
suburban children as research subjects 102, 210, 222, 223, 224, 331
summer library program 208
summer reading choices 202
summer reading program 178
survey studies 8, 12, 20, 24, 29, 35, 36, 42, 48, 51, 52, 56, 57, 60, 67, 79, 82, 84, 86, 89, 98, 100, 102, 106, 114, 124, 125, 126, 130, 132, 137, 138, 139, 141, 142, 145, 146, 150, 153, 154, 160, 162, 168, 171, 175, 176, 178, 180, 182, 183, 187, 188, 194, 196, 203, 204, 210, 216, 217, 218, 220, 221, 227, 228, 232, 233, 240, 234, 252, 253, 255, 256, 257, 258, 261, 267, 270, 278, 283, 285, 296, 309, 319, 327
Sweden, literature instruction in 322
synoptic thought-units in literature 18

Task Force on Racism of the National Council of Teachers of English 49
taste in poetry 54
teacher attitudes toward school libraries 86
teacher characteristics 86
teacher-led discussions 74
teacher preparation in children's literature 101, 141
teacher role in literature instruction 21
teachers as portrayed in literature 91
teachers as research subjects 51, 86, 98, 100, 139, 141, 160, 203, 243, 316, 331

teachers' book choices 201, 232
teachers' childhood favorite books 197
teachers' poetry preferences 331
teaching practices 116, 241, 243, 277
teaching taxonomy for use of literature as a socialization tool 164
technology 70
television, effect on reading interests 220
television preferences 182, 220
television programs 11, 59, 60
test construction 3
test format influence on response 119
test format, structured and unstructured 119
test of literary judgment 3
Test of Values 99
test validation 4
thematic analysis 107, 208, 212, 265
thematic analysis instrument 31, 107
themes in children's fiction 144, 265, 280, 282
third grade children as research subjects 2, 17, 48, 67, 112, 157, 170, 178, 211, 240, 241, 242, 250, 252, 255
threatening stories 284
Thurstone Scale of Attitudes toward Negroes 76
traditional forms in literature 77
tragic mode in children's fiction 91
t-unit 41, 118

U.S.S.R. 240
unstructured teaching 121
urban life 155, 266, 273

Value-Questions Checklist 107
values in literature 51, 93, 99, 238
value system in American children's literature 55, 238
verbal behavior 290
violence in literature 17, 240
visual aspects of children's books 298
vocabulary development 38
vocabulary presented in books and on television 59
vocabulary scores 16
voice as a narrative element 146
voluntary participation in story reading 90
voluntary reading 46, 149

western frontier in children's literature 312
White Rose Award 192
work as represented in children's literature 93
working women in children's books 93
written fluency 254